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CAMPUS PLANNING STUDY FOR THE OHIO STATE UNIVERSITY. PHASE I. ALTERNATIVE BASIC SCHEMES.

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This document identifies some of the problems encountered in developing a master plan for a state university. Basic policies are suggested for guiding the future development of the Ohio State University campus. Two alternative planning schemes are recommended. Future enrollment and space needs, various curriculum program organizations, traffic, urban development problems involving the university and the adjoining community, and present campus facilities are evaluated. Seven alternative schemes are derived from the two basic concepts of campus planning, centralization and decentralization. Design proposals are evaluated and graphics are used to illustrate the proposals. Among the evaluation criteria for the two campus plans proposed (centralized and decentralized), are decentralization of service courses, relationship of campus plans to the adjacent community, closing of campus streets to traffic, educational needs given planning priority, and automobile parking restricted to non academic campus areas. A bibliography of OSU campus studies and projected campus graphs are included. (RP)

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CAMPUS PLANNING STUDY

PHASE I

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CAMPUS PLANNING STUDY FOR THE OHIO STATE UNIVERSITY

PHASE 1 ALTERNATIVE BASIC SCHEMES

FOR The State of Ohio
Department of Public Works
R. M. Larimer, Director

BY Caudill Rowlett and Scott
Architects
Planning Consultants

Houston, Texas August, 1959

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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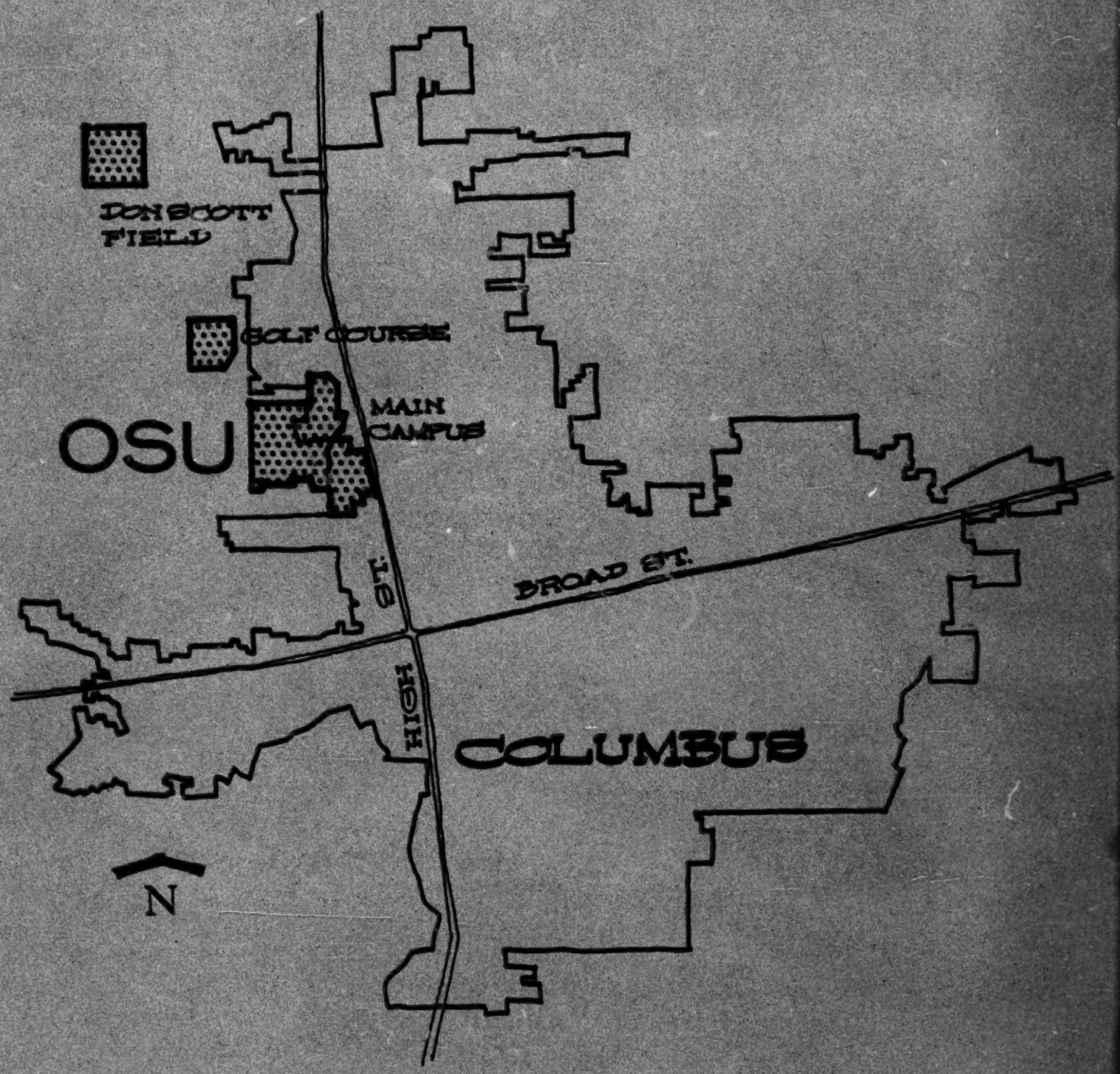
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Acknowledgments

This campus planning study is a cooperative project. Its vast scope requires the cooperation of all concerned. Phase 1 of the study has certainly been successful in this respect. Department chairmen, faculty members, students, and college and university administrators have made invaluable contributions through numerous conferences and written reports. The Campus Planning Advisory Board has been most helpful, both as a group and as individuals.

The following non-University officials have cooperated in many ways, especially in submitting data and information:

Mr. Frank Murray, Deputy Director, Ohio Department of Highways, Planning and Survey Division; Mr. Grover F. Clements, Director, Regional Planning Commission; Mr. Jack Bachtel, Director, City Planning Commission; Mr. John Gallagher, City Traffic Engineer; and Mr. Robert Mott, Executive Director and Expressway Coordinator.

The staffs of The Ohio State University Campus Planning Office and Caudill, Rowlett, and Scott have worked as a team in planning the study, in collecting and analyzing the data, and in formulating and evaluating the various schemes leading to this report.

While the responsibility for the preparation and publication of the report has rested upon the planning consultants, deep indebtedness for assistance is expressed to the Office of Campus Planning, and especially to Dr. John H. Herrick, Executive Director; Dr. Jack L. Landes, Assistant Director; and Mr. James W. Clark, Campus Planner.

Caudill, Rowlett and Scott
William Pena, Project Director

THE PROBLEMS

WHAT What are the problems? They are those stemming from growth and constant change. The Ohio State University is expanding both in numbers of students and in the magnitude and complexity of its teaching, research, and service programs.

WHO Who will solve these problems? This is a cooperative campus planning project. To date hundreds of people representing the faculty, students, administrators, and public planning agencies have participated. Many more will be involved before the problems can be solved.

HOW How can these problems be solved? It is the purpose of the campus planning study to point the way. This is being done in three phases as follows:

Phase 1 Preparation of this preliminary report for widespread review and criticism before any final choice of plan is made.

Phase 2 Selection of a suitable plan solution and development of it in sufficient detail to enable the Board of Trustees to approve, modify, or reject it.

Phase 3 Development of detailed recommendations necessary for the subsequent implementation of the approved master plan.

Foreword

THIS REPORT

PURPOSE

The function of this preliminary report is to identify the planning problems of The Ohio State University and to point to possible solutions in very broad terms in order that basic policies which relate to the future development of the campus might be established.

This preliminary report is intended to focus attention more on the University as a whole than on any one department or agency. However, its development has been based largely on consideration of departmental needs. This University-wide focus results in the deliberate omission of many details at this time.

CONTENT

This report presents two basic schemes or plan solutions for future campus development, along with four earlier plans from which these two evolved. Still another plan is presented in brief form for possible later elaboration if justified by the outcome of traffic studies currently being made by The Ohio Department of Highways.

USE

Evaluation and criticism of the two schemes outlined in this report are earnestly sought. Any criticism offered in the interest of a better final plan will be welcome, even if the critic is unable to offer a suitable counter-proposal.

The Office of Campus Planning at The Ohio State University will suggest procedures for the review of this report and for communicating criticisms and counterproposals to the proper persons.

Office of Campus Planning
The Ohio State University

Caudill, Rowlett and Scott
Planning Consultants

Contents

Section I — Background: survey of colleges and universities, previous and present campus planning, future enrollment and space needs, educational programs, public planning activities, analysis of present campus 1

Section II — Investigation: general approach, analysis of alternative solutions, classification of schemes, Scheme A, Scheme B, Scheme C, Scheme D, Scheme E, Scheme F, Scheme G..... 33

Section III — Recommendations: future architecture, evaluation of schemes, policy decisions 113

Appendix — List of documents: documents prepared and filed by Caudill, Rowlett and Scott, documents supplied by The Ohio State University..... 127

I BACKGROUND

SURVEY OF COLLEGES AND UNIVERSITIES

WHAT WE DID

We sent inquiries to 76 American colleges and universities to determine which institutions are engaged in campus planning programs and to seek information regarding the general character of their planning activities and the resulting recommendations. We received replies from 56 institutions. Of these only a few were able to send adequate information.

WHAT WE FOUND

Naturally, the problems of each institution are different. The approaches to the solutions of problems also differ. Many institutions are finding the need for continuous work on the long-range plan as opposed to the dust-gathering "master plan." Too many plans have proved to be not long-range enough.

Here are some interesting comments from some of the planners of other universities:

"Certain master plans for colleges have been made along great axial schemes. They do not work out when you add the dimension of time. Usually, the plan falls apart. This master plan is simply an indication of a beginning. The program will change and the plan will have to readjust to a new program. A master plan should be a continuous process, not an iron-clad design. It should grow like a baby, in all directions, outward."

Eero Saarinen
University of Michigan Plan

"Classrooms, labs, offices, libraries, dormitories, food services, playgrounds, walks, drives, and parking must constantly be rearranged to serve changing needs. When one structure goes up, campus development works like a chess game. In time, we may be able

to exchange a pawn for a queen. Vitality of any university can be measured not only by the additions, which symbolize growth, but also by the capacity of the institution to convert spaces to new uses."

Buford L. Pickens
Washington University
St. Louis, Missouri

"It goes without saying that the only weapon we have had to combat the typical tendency towards dropping a building in the first vacant space is that of rather rigid land zoning in which certain areas are dedicated specially for certain purposes. These areas naturally have to be carefully related as to function and make provision for ultimate growth. Within this framework there is considerable latitude for continual development."

Jefferson Hamilton
University of Florida

A few of the objectives recurring in the various campus plans are listed below:

1. The rigid zoning of land in which certain areas are dedicated specially for specific purposes.

2. The establishment of functional groupings with desirable affinities.

3. The provision of facilities to meet the social and recreational needs of students.

4. The development of a unified campus layout, often affecting the location of the library and the student union as unifying elements.

SURVEY OF COLLEGES AND UNIVERSITIES

5. The creation of a physical environment which emphasizes the natural beauty of the campus site.

6. The separation of pedestrian and vehicular traffic.

7. The separation of urban and campus traffic.

8. The development of adequate parking facilities.

9. The creation of more pedestrian pathways and fewer streets.

10. The development of density standards of use for various areas.

11. The reservation of land for inward expansion.

12. The redevelopment of land for outward expansion.

A copy of our report summarizing the information we received from the 56 institutions is on file in the Office of Campus Planning at The Ohio State University.

PREVIOUS AND PRESENT CAMPUS PLANNING

We conducted a general investigation of previous and present campus planning activities at The Ohio State University. We studied some two dozen photographs depicting proposed campus plans begirning with the original "English Estate Plan" of the 1870's, and ending with the "Hale Walker Plan" in 1948.

Unfortunately, none of these plans was accompanied by a written report which might have provided information on which the plan was based.

One thing that can be learned from the history of campus planning of this university is that it takes time for a plan to be implemented. For example, the row of dormitories on 11th Avenue first appeared in the Olmstead Brothers Plan in 1909. It has taken more than 50 years to implement this portion of the plan.

A study of these old plans indicates that planning requires vision. The Oval of today stems from the early planning of Captain Haerlein and others, the dormitory developments go back to the Olmstead Brothers Plan, and the placement of the College of Agriculture on the west campus was established by the Hale Walker Plan.

This quotation from Volume II of Thomas C. Mendenhall's History of The Ohio State University, page 210, indicates that in the early Board of Trustees there were men of vision and faith:

"Standing in front of University Hall, one day during his service as trustee, ex-President Rutherford B. Hayes said to a group of friends: 'Some within my hearing will live to see the day when they will realize my wish and my desire for its gratification: that the trustees buy

PREVIOUS AND PRESENT CAMPUS PLANNING

all the land on the west side of High Street from 11th Avenue to Norwich Avenue and as far back as the river, as well as for a depth of 200 feet on the east side of High Street from 11th Avenue to Norwich Avenue.' Professor Joseph N. Bradford, University Architect, was in the group that heard the remark, and has seen the day when he, as well as many trustees, realized what a boon to the University such an early purchase would have meant."

We have also studied the report, Traffic and Parking Plan for The Ohio State University, by Wilbur Smith and Associates, written in 1955. We have used the basic data in this report in our own study of traffic and parking problems.

Several recent developments have put the University in a strong position to carry on an effective campus planning program. There has been established a permanent office with the major responsibility for continuous campus planning. A Campus Planning Advisory Board has been created to make recommendations to the Cabinet with respect to all planning problems, including the location of all new facilities.

The Policy Committee on Space Utilization has formulated policies that should insure the efficient and equitable use of indoor and outdoor spaces.

FUTURE ENROLLMENT AND SPACE NEEDS

As part of their contribution in this cooperative planning project, the Office of Campus Planning provided the planning consultants with a wealth of information covering all facets of The Ohio State University. Two important parts of this information concern future enrollments and future space needs.

FUTURE ENROLLMENT

Unless new factors such as the creation of new institutions should come into play, The Ohio State University 20 years from now would have 2.5 times the present enrollment.

Controversy regarding the optimum size of the University started when the number of students reached 300 and has persisted to this day.

The bigness of The Ohio State University per se has not resulted in impersonal, factory-like handling of students. Classes are reasonable in size and significant success has been achieved in fostering small group living in large dormitories. Though much improvement is possible, there is no reason to believe that any restriction on size will necessarily make the University a better place for students to live.

The bigness of the University makes possible superior teaching and research facilities that attract and hold top-notch scholars, and thus contributes to the greatness of the University. It also enhances the possibilities of research because of the interdisciplinary studies that can be undertaken. Due to these facts, we may expect an increase in the per cent of the students to be engaged in graduate and research work.

Other large universities generally accept substantial enrollment increases as inevitable and are planning accordingly.

FUTURE ENROLLMENT AND SPACE NEEDS

The history of some public institutions indicates that a policy decision to limit future enrollments is quite likely to be altered at a later date, and that a campus plan based on limited enrollments is apt to be too narrowly conceived.

It seems reasonable at this time that we can devise a plan that will serve the University with only a modest increase in enrollment but which also can be readily adapted to serve two or three times the present number of students. If this can be done, the plan will not dictate the future size nor stand in the way of such growth as might occur.

FUTURE SPACE NEEDS

Since Phase 1 of this study is concerned only with basic schemes for the placement of the various colleges, departments, and other units, precise estimates of future space needs are not now required. Crude estimates have been made by the Office of Campus Planning, in consultation with deans, using for this purpose the statements of needs filed by departments and colleges in 1955 and 1958. In practically all cases, these estimates were inflated to allow a margin of safety pending more detailed analysis.

In formulating estimates, no uniform assumptions were made as to future enrollment, but a doubling of the present student body was assumed in the absence of some reason to believe that a particular department would grow at a different rate.

Instructional space assigned to the registrar's classroom pool and used by many departments was distributed among departments in proportion to the number of clock hours per week of use of such rooms by each department.

In making the estimates, allowance was made for libraries, museums, and other special rooms associated with a department, though not assigned to the department.

FUTURE ENROLLMENT AND SPACE NEEDS

The following is a summary of the approximate building space requirements in net square feet, exclusive of parking ramps:

College of Agriculture and Home Economics	1,151,000
College of Arts and Sciences	1,153,000
College of Commerce and Administration	233,000
College of Education	786,000
College of Engineering	767,000
Graduate School	13,000
College of Law	94,000
Health Center, including Colleges of Dentistry, Medicine and Pharmacy	1,589,000
College of Veterinary Medicine	286,000
Central Administration	135,000
Business and Finance Agencies	538,000
Instruction and Research Agencies	1,154,000
Special Services Agencies	490,000
Miscellaneous Agencies	792,000
Student Housing	3,654,000
Total	12,835,000

FUTURE ENROLLMENT AND SPACE NEEDS

The agencies and activities to be housed in the proposed 12,835,000 square feet are now accommodated in approximately 4,970,000 square feet. The future figure is to be more carefully calculated in Phase 2 of the study, but on a per student basis is not now out of line with the future plans of other major universities.

Space requirements for housing, parking, agricultural lands, physical education, intramural sports, and continuing education are indicated elsewhere in this report.

A copy of the detailed report on future space needs by departments is on file in the Office of Campus Planning at The Ohio State University.

EDUCATIONAL PROGRAMS

The Ohio State University administrators (including cabinet officers, deans, department chairmen, and administrative heads of non-academic units) described their present and probable future programs in a set of forms covering:

1. The principal aims and objectives of each department.
2. An analysis of each major aspect of the program.
3. A qualitative evaluation of present facilities.
4. The necessary and desired affinities to other departments, agencies, buildings, and outdoor spaces on campus.

CONFERENCES

These written reports were studied by the planning consultants and formed the basis for discussion at some 100 planning conferences held on the campus. The conferences dealt not only with the present and future operations and programs of the many departments and agencies of the University, but also with the manner in which these programs will affect the student and the total university. The conference with student leaders proved to be one of the most important of the series.

A copy of our report covering these planning conferences is on file in the Office of Campus Planning at The Ohio State University.

Many items reported by departments and agencies in the written descriptions of the programs and during the planning conferences may not be expressed in this report of Phase 1. This preliminary report is concerned with the problems of the University as a whole; however it is based

EDUCATIONAL PROGRAMS

on the consideration of departmental and agency needs. Many details which have been omitted deliberately at this time will be expressed in the reports of Phases 2 and 3.

PLANNING SUGGESTIONS

Ideas which had campus planning implications for the entire University and which emerged from the conferences were summarized in Campus Planning Bulletin No. 2, which was distributed to the entire faculty and which is on file in the Office of Campus Planning. Among these ideas were several possible plans of educational organization. These have been studied and a selection has been made by University officials as explained below:

Separate Lower Division. A separate general college or basic college for all freshmen and sophomores has been considered by the faculty in recent years and rejected in favor of the development of a two-year general education program in each of the five undergraduate colleges. The separate general college plan was therefore rejected along with a similar proposal for the establishment of two-year branches on separate campuses at several locations within Franklin County. (Note: Other considerations are pertinent to more distant branches or to branches in high school buildings, and no judgment has been made in this study with respect to such branches.)

House Plan. The organization of the undergraduate program into subgroups of 300 to 500 students with much of the counseling and instruction offered at the place of residence was considered and rejected. This plan represents a sharp departure from present practice, and could be made only after long deliberation and study by University agencies other than the campus planning staff. Also, such a plan would require considerable and expensive alteration

or replacement of existing buildings, and would probably run afoul of the bond indenture agreement under which recent dormitory construction has been financed and which is effective until 1998.

The rejection of this plan does not preclude the application of the "house" principle to planning for noninstructional activities, especially in future dormitories.

Cluster Plan. One proposal would result in a number of small subuniversities within the one large university complex. Each subuniversity would be a cluster of five undergraduate colleges and each would include graduate work and research in some, but not all, of its departments. Analysis reveals three major weaknesses in this plan:

1. Growth is usually too gradual and too unpredictable to establish a new cluster at any one time without a subsequent period of low building utilization.

2. The improbability of getting legislative appropriations for a whole new cluster at one time might result in an awkward period of transition with difficult scheduling and transportation problems.

3. Any department not having graduate work and research in its own cluster would probably be at a disadvantage in holding a competent faculty.

The undesirable effects of bigness, which this plan was supposed to correct, can be alleviated by other devices without sacrificing the advantages of bigness in the fields of professional education, graduate education, and research. For example, instead of breaking the University up into clusters, as proposed, it can be more clearly

divided into colleges with some geographical separation and into several areas for student housing and recreation. Even smaller social groupings are already effectively achieved within the present dormitories. For these reasons, the cluster plan has not been accepted.

The Four-Years-Plus Plan. As originally proposed this plan was to require a bachelor of arts degree as a prerequisite to admission to any other program. In later conferences, this proposal was modified to require a pre-professional core in the liberal arts, but not necessarily a degree.

It can be argued that this plan is consistent with trends toward a four-year entrance requirement in some of the professional colleges. But at the same time it must be recognized that there is already concern in certain professions that the period of pre-service education is even now too long. In any event, it is agreed by the proponent of this plan and the campus planning staff that the plan cannot be achieved in the near future, and that the best that can be done at present is to avoid any unnecessary obstacle to its later achievement.

The Present Plan. It is the judgment of the campus planning staff that the testimony and evidence available to it indicate no probability of any substantial departure at any early date from the present educational organization. This does not preclude the changes in college or departmental structure that will occur from time to time under any plan of organization.

One unresolved question regarding the implementation of this plan is whether all service courses in each department should be taught in one general location near the home base of the department, or whether, in order to reduce travel time and expense, the more popular service courses ought to

be taught in more than one location. For example, should all freshman English be taught in the Denney Hall-Derby Hall area, or should some sections be offered west of the river and taught by members of the English Department faculty housed in Denney Hall? The space impiications of this question are such that advice can be sought through normal channels without any need for a hasty decision in the present stage of the campus planning study.

PUBLIC PLANNING ACTIVITIES

URBAN CIRCULATION

Public agencies were contacted for information regarding the present and future plans for urban traffic patterns affecting The Ohio State University. The cooperating agencies include the Franklin County Regional Planning Commission, the Columbus Planning Commission, the Columbus Department of Traffic Engineering, the City of Columbus Expressway Coordinator, and the Planning and Survey Division of The Ohio Department of Highways.

The accompanying sketches show the present and possible future urban traffic arteries affecting campus planning development, namely:

1. Neil Avenue probably can be closed to urban traffic since it is not a dedicated street.

2. Kenny Road cannot be closed to urban traffic because it is a dedicated street.

3. Ackerman Road is planned to extend to the west to meet Zollinger Road.

4. Ackerman Road is tentatively planned to join Hudson Street at Neil Avenue with an interchange at Olentangy River Road.

5. An east-west link joining King Avenue and East 11th Avenue is a possibility.

6. The intersection of Olentangy River Road and Lane Avenue will require an interchange of some kind. This might require that Olentangy River Road be moved to the west.

The main urban arteries affecting the campus, then, are:

North Star Avenue on the west

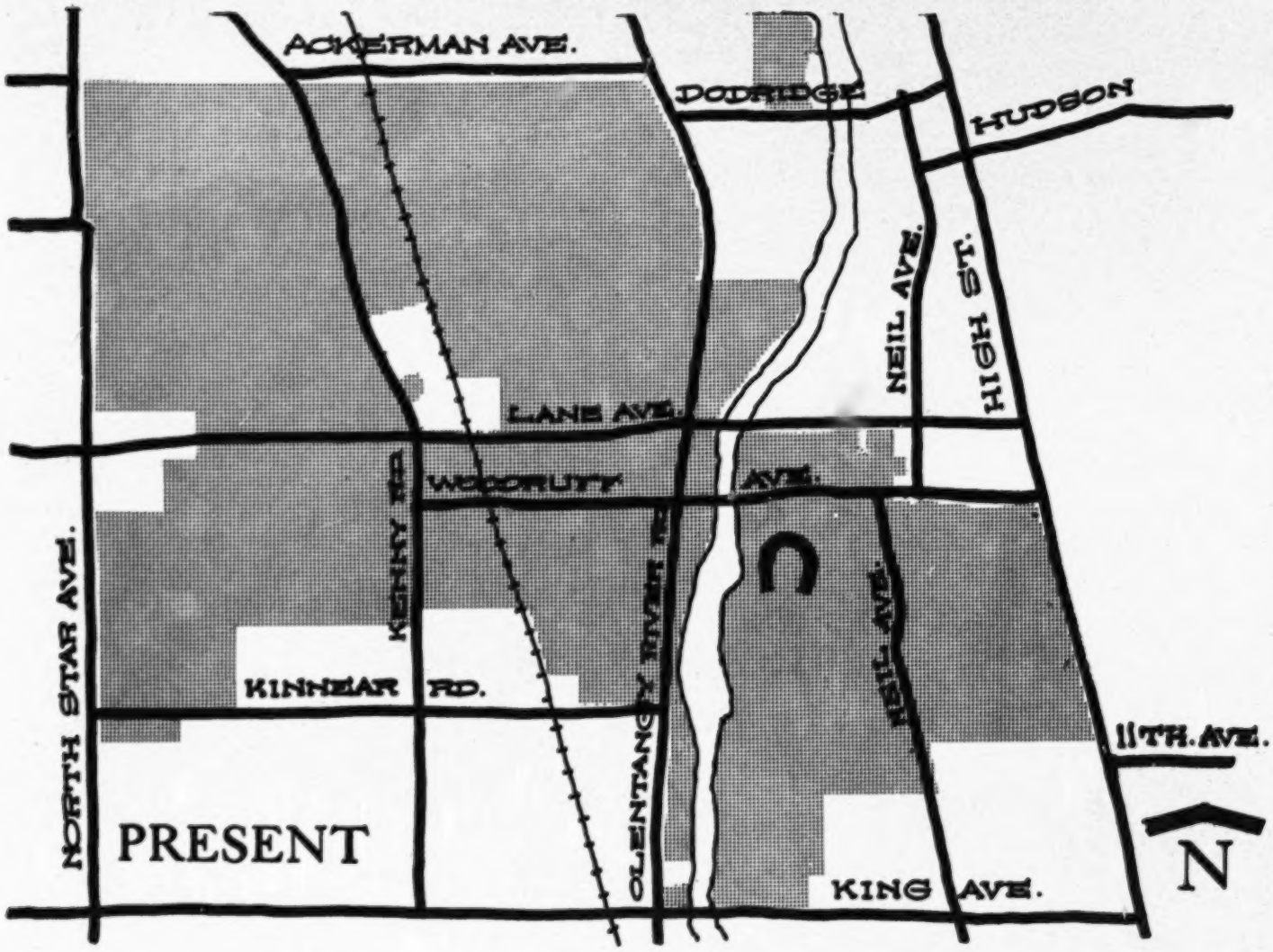
Ackerman-Hudson on the north

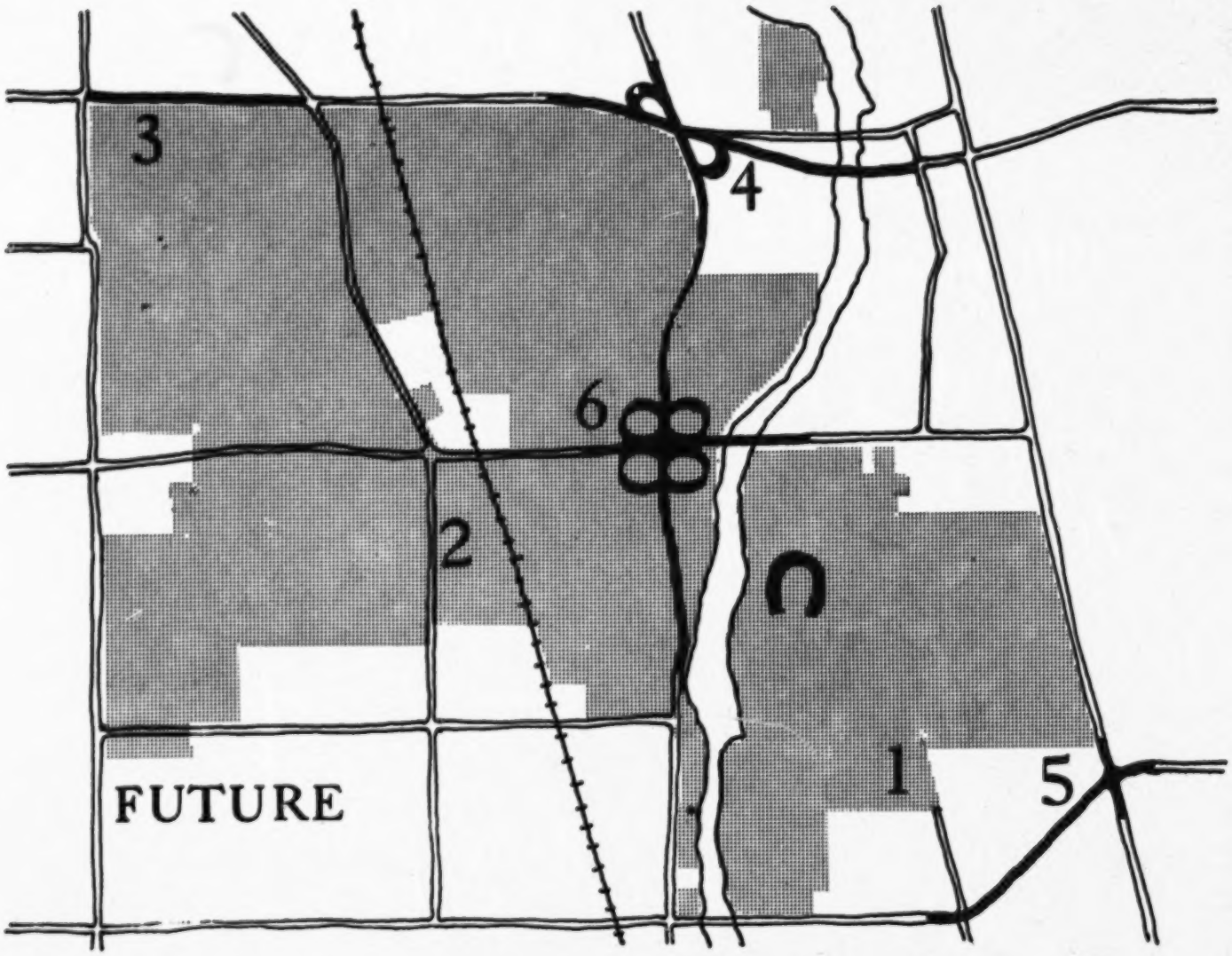
PUBLIC PLANNING ACTIVITIES

High Street on the east

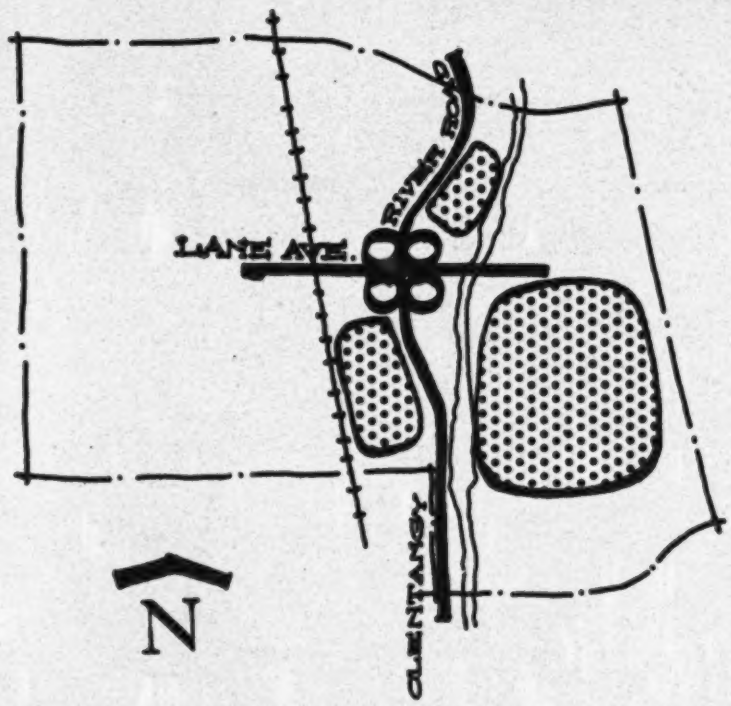
King-11th on the southeast

Kinnear Road on the southwest





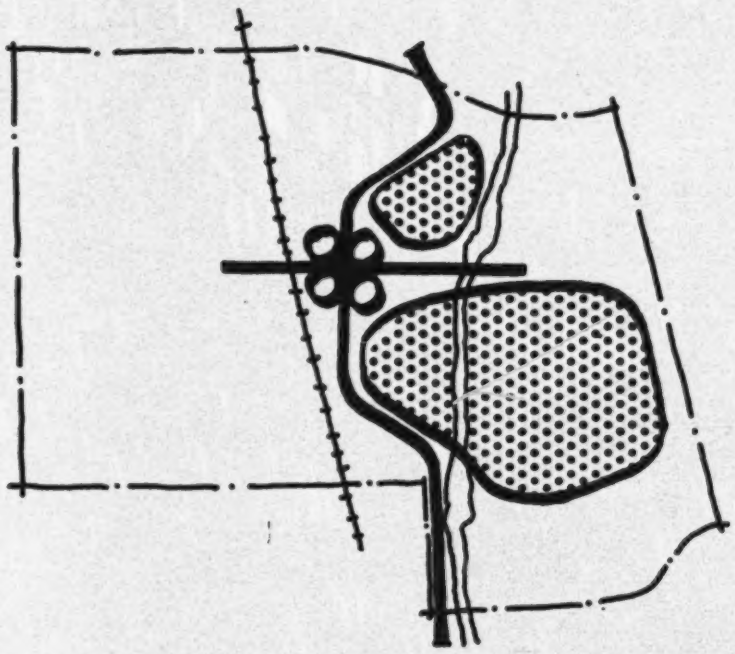
URBAN CIRCULATION



Olentangy River Road must be moved in order to provide room for an interchange at Lane Ave.

This creates some useable land between the road and the river.

WE COULD . . .



Relocate Olentangy River Road still further to the West creating a land area large enough for a unified campus.

OLENTANGY RIVER ROAD

PUBLIC PLANNING ACTIVITIES

OLENTANGY RIVER ROAD RELOCATION

Olentangy River Road might be moved to the west in order to provide room for an interchange at Lane Avenue. This creates some usable land between the road and the river. This land can be used to advantage in unifying the campus facilities on both sides of the river.

However, the projected interchange may be more of a barrier between the east and west campuses than the road now is. If we are to create the physical unification of the campus, the interchange should be located as far west as possible east of the C & O Railroad. This location would allow the maximum amount of land between the road and the river to become part of a unified campus, promoting a sense of oneness in the entire University.

The disadvantage in locating the intersection so far from the river is the additional cost involved, but there might be some offsetting economies by reducing the need for campus bridges over the Olentangy River Road.

Wherever the interchange is located, Lane Avenue will remain a barrier unless it is depressed to provide a visual and physical link across it.

URBAN RENEWAL

The Goodale slum clearance project, now in progress, will result in the upgrading of a considerable area south of First Avenue and west of Neil. The Dennison-Hunter-Hubbard Conservation area is designed to forestall further blight in the area south of King Avenue between High Street and Neil Avenue. Areas immediately adjacent to the campus have no protection against blight except for such voluntary efforts as may emerge from the efforts of the owners. It is encouraging and commendable that the University is taking leadership in the early stages of a movement to create some kind of neighborhood council to foster voluntary efforts for neighborhood betterment.

ANALYSIS OF PRESENT CAMPUS

AESTHETIC ASSETS

The present campus has many attributes which should be preserved and improved. Some of these stem from the natural beauty of the campus, while others are man-made. We might consider the following:

1. The Oval is an open space with great emotional value which has evolved through a series of previous plans throughout the entire history of the University. This space provides a feeling of relief on entering it from the crowded area to the north. However, it can be considered as too large a space to be perceived as a geometric figure.

   Many of the previous plans call for the formal development of the Oval through a redefinition of the surrounding streets. Perhaps the Oval could be improved, not through a redefinition of streets, but through a redefinition of space, creating a well-proportioned Oval with an innerlining of significant buildings. This, then, would form a new, strong academic symbol.

2. Mirror Lake is an aesthetic asset which contributes much toward the environment of the campus in an informal manner. Some areas need to be formal; others, such as the Mirror Lake area, can be informal.

3. The campus has a number of outdoor spaces which should be preserved or developed as courtyards. The court between the Dentistry Building and Hamilton Hall, the one between the Physics Building and McPherson Chemical Laboratory, and the Mirror Lake Hollow are excellent outdoor rooms. We need to create more well-proportioned outdoor spaces.

   Current thinking points to the development of a campus plan which places the emphasis on

open space planning rather than on great axial schemes.

4. Shaded terraces such as those at the Library and at the Faculty Club provide the campus with quiet resting spots.

5. The texture and pattern of the walking surface are of great importance. The existing brick sidewalks provide a welcome change from the smoothness and monotony of plain concrete walks. However, the brick sidewalks must be smooth enough so as not to become a hazard to women with high heels. The University of Mexico has conscious changes in the patterns and textures underfoot from one campus area to another, recognizing the importance of the pedestrian.

6. The Olentangy River is another aesthetic asset with great potential for future riverside development. Lagoons can be created by relocating the dikes, and academic and housing facilities can be located on the river banks to bring people close to the river. Recreation facilities can be provided for boating during the spring months and ice skating during the winter months. The river might well become a symbol of the University.

7. Such buildings as Orton Hall, Hayes Hall, and University Hall have values of architectural and historical significance. From this standpoint they should be preserved.

ANALYSIS OF PRESENT CAMPUS

as flowing through the campus rather than on one side of it.

The row of semi-public buildings, such as the Ohio Union, Mershon Auditorium, and the Museum, may encourage the notion that the planning boundary should be located on High Street. However, as already pointed out, the University should be concerned in its planning with the area east of High Street in the vicinity of the campus.

The gridiron campus streets north of the Oval are psychological and physical barriers to pedestrian circulation between buildings. The impression is that vehicular circulation is of utmost importance, that buildings are closer related to automobiles than to pedestrians.

ANALYSIS OF PRESENT CAMPUS

EXISTING BUILDINGS

An inspection of some 44 buildings was made by two representatives of the planning consultants, accompanied by two members of the Office of Campus Planning. The purpose of the inspection was to establish a classification of buildings against which to check the various planning proposals. This classification is shown in the accompanying sketch in terms of white, gray and black building outlines.

The buildings not inspected were classified on the basis of information regarding age and condition furnished by the Office of Campus Planning or provided in the departmental questionnaires. A few buildings were not classified because they were too minor to affect planning decisions.

Considerations in Classification. These are some of the questions which were considered in determining whether a building should be removed or retained, or whether its retention over the next 20 years was questionable.

Function: Has this building outlived its efficient usefulness?

Can it be remodeled, perhaps to house another function?

Structure: Is the structural adequacy questionable enough to require a detailed analysis?

Will age and obsolescence warrant its removal in 20 years?

Planning: Does this building limit efficient expansion within an area?

Is it properly located for the implementation of long-range development during the next 20 or 30 years?

ANALYSIS OF PRESENT CAMPUS

Aesthetics: Does this building have values of architectural and historical significance?

Does it contribute toward a desirable aesthetic environment for the campus?

Buildings to be Removed. The buildings classified to be removed (illustrated as white buildings on the sketch) include those which will have outlived their usefulness before too long. They are:

Chemistry Annex (Quonsets)
Teaching Aids Laboratory
McMillin Observatory
B & Z Annex
Theodolite House
River Road Housing

Buildings That Might Be Removed. Buildings which were classified as of questionable permanence (shown as gray buildings on the sketch) were classified as such for a variety of reasons, but chiefly to make way for other improvements or to permit more efficient land use. Some of them might be continued in use for a period of years with such remodeling as is necessary to adapt them to their intended use. The buildings in this category are:

Alumni House
Board of Health Laboratory
Brown Hall
Brown Hall Annex
Communications Laboratory
Home Management House
Industrial Engineering Building
Ives Hall
Kinsman Hall
Lord Hall
McPherson Laboratory (saw-tooth portion)
Page Hall
President's House

Rehearsal Hall
Robinson Laboratory
Student Services Building
Townshend Hall
Utility Storage
Veterinary Clinic
Veterinary Laboratory
Women's Field House

The H & F and B & Z greenhouses would have to be relocated if the departments which they serve were moved to new locations.

University Hall and Hayes Hall should be kept as permanent buildings for their emotional, architectural, and historical value if they can be rehabilitated at reasonable cost. Detailed engineering studies are now being made by the Office of Campus Planning.

Buildings to Remain. The remainder of the buildings were judged to be either permanent or too minor to affect the total campus plan. It is recognized, however, that the classification in a few cases might be changed to permit the execution of the final plan yet to be developed. It was considered that buildings in this category are housing their functions properly or that improvements could be made at reasonable cost.

Orton Hall is structurally sound and is an aesthetic asset to the campus; it should be kept in good condition at all costs.

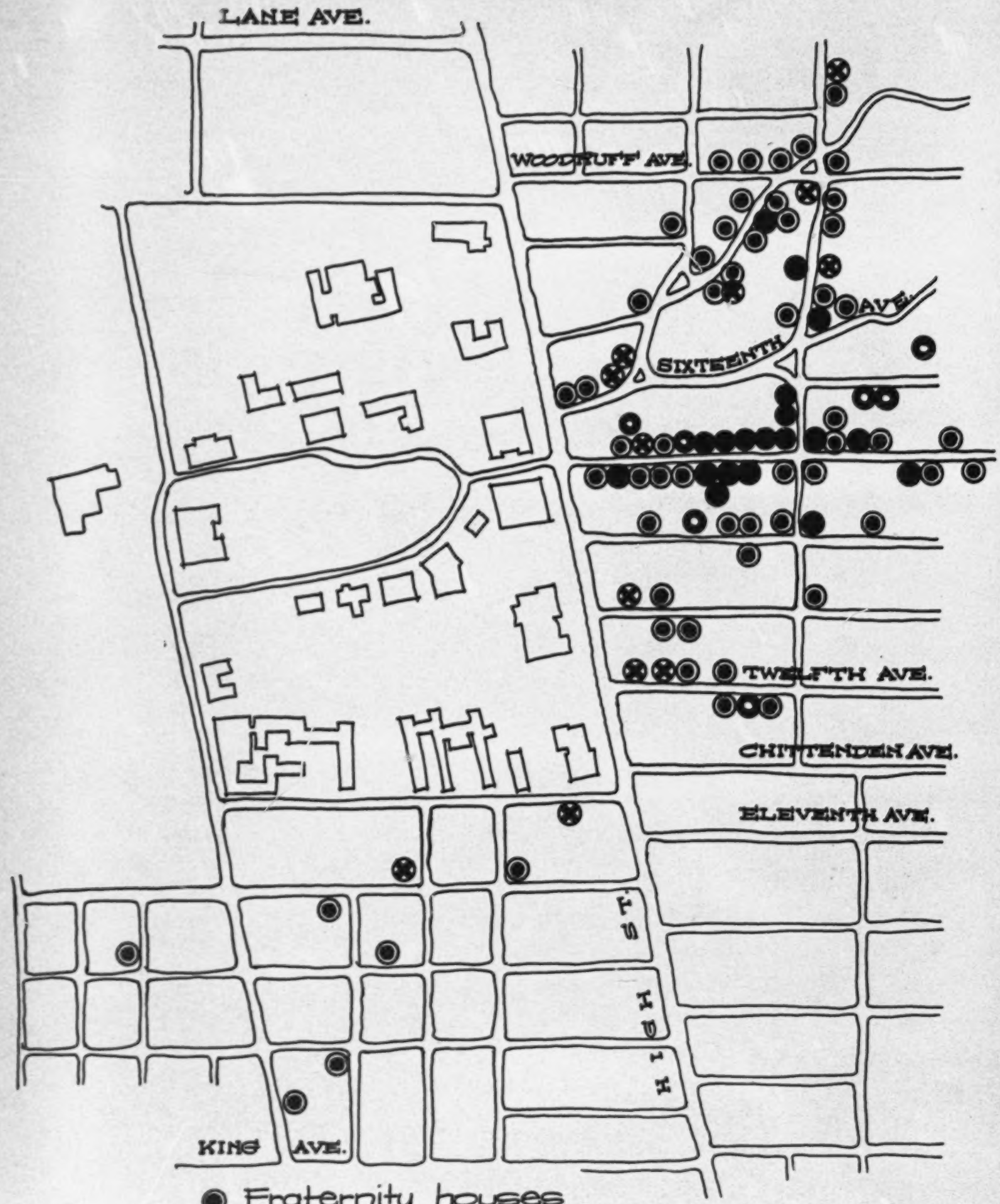
A report of the inspection of buildings is on file in the Office of Campus Planning at The Ohio State University.

to be removed

might be removed

to remain

CLASSIFICATION OF BUILDINGS



THE UNIVERSITY NEIGHBORHOOD

ANALYSIS OF PRESENT CAMPUS

UNIVERSITY NEIGHBORHOOD

When the site for the University was originally chosen, it was on open farm land outside the city. East of the river, practically all of the available land has for many decades been used for small retail stores and food service establishments along the main streets and for residential purposes on other streets. Maintenance has been inadequate in most instances, older houses have been subdivided into smaller apartments, often of substandard quality, and other evidences of incipient blight have appeared. High land coverage, small lots, extensive on-street parking, and high traffic loads on main streets characterize the neighborhood.

The University's neighbors west of the river include small and generally attractive industrial plans, good residential neighborhoods, and a few commercial establishments of average or, in a few cases, lesser quality.

The accompanying map shows the concentration of fraternities, sororities, student religious centers, and such special facilities as the International House, cooperative houses, and other houses more closely identified with the University than the typical rooming house. Most of these are east of High Street, but a few of them are south of the campus. While these agencies, with the exception of the International House, are not University owned, they affect the welfare of students so vitally that the planning of the campus must be concerned with the quality of the neighborhood in which they are located.

INVESTIGATION II

Outline of Section II

General Approach 35

Analysis of Alternative Solutions 39

Centralized vs. Decentralized Campus 39

Expansibility 41

Movement 47

Parking 55

Agricultural Land and Barns 58

Research Center 61

Continuing Education Centers 62

Physical Education and Varsity Athletics 65

Intramurals and Recreation 66

Dormitories 69

Married Student Housing 75

Commercial Services 76

Central Administration 77

Service Center 81

Classification and Description of Schemes 82

Scheme A 83

Scheme B 87

Scheme C 91

Scheme D 95

Scheme E 99

Scheme F 103

Scheme G 107

GENERAL APPROACH

SCOPE OF SECTION

This section of the report describes the frame of reference within which various possible planning solutions were studied, summarizes our analysis of the principal components of the total planning problem, and describes the 7 basic schemes which we have analyzed.

FRAME OF REFERENCE

Our study of The Ohio State University planning problem has covered these five areas:

1. Function of the University -- the University's aims and methods relating to teaching, research, and service for immediate and future operation of individual colleges and departments.

2. Response of Campus to Function -- how the existing campus helps or hinders the program, and how space can be readjusted to make the campus more efficient and a better place to work and live.

3. Aesthetics or Order and Beauty of Campus -- how to preserve the natural beauty of the campus, recognize those spaces and structures which have significant emotional space quality, and plan a truly functional campus which responds not only to a physical function but to an emotional function as well.

4. Movement of People -- how people move within and around buildings and the campus, and how to arrange streets, walks, and conveyances to make campus movement more pleasant and more efficient.

5. Expansibility of Teaching Spaces -- intercollege and interdepartmental growth, with emphasis given to the development of a plan which will allow orderly, effective growth.

GENERAL APPROACH

GENERAL ASSUMPTIONS

We made the following assumptions in developing the basic schemes:

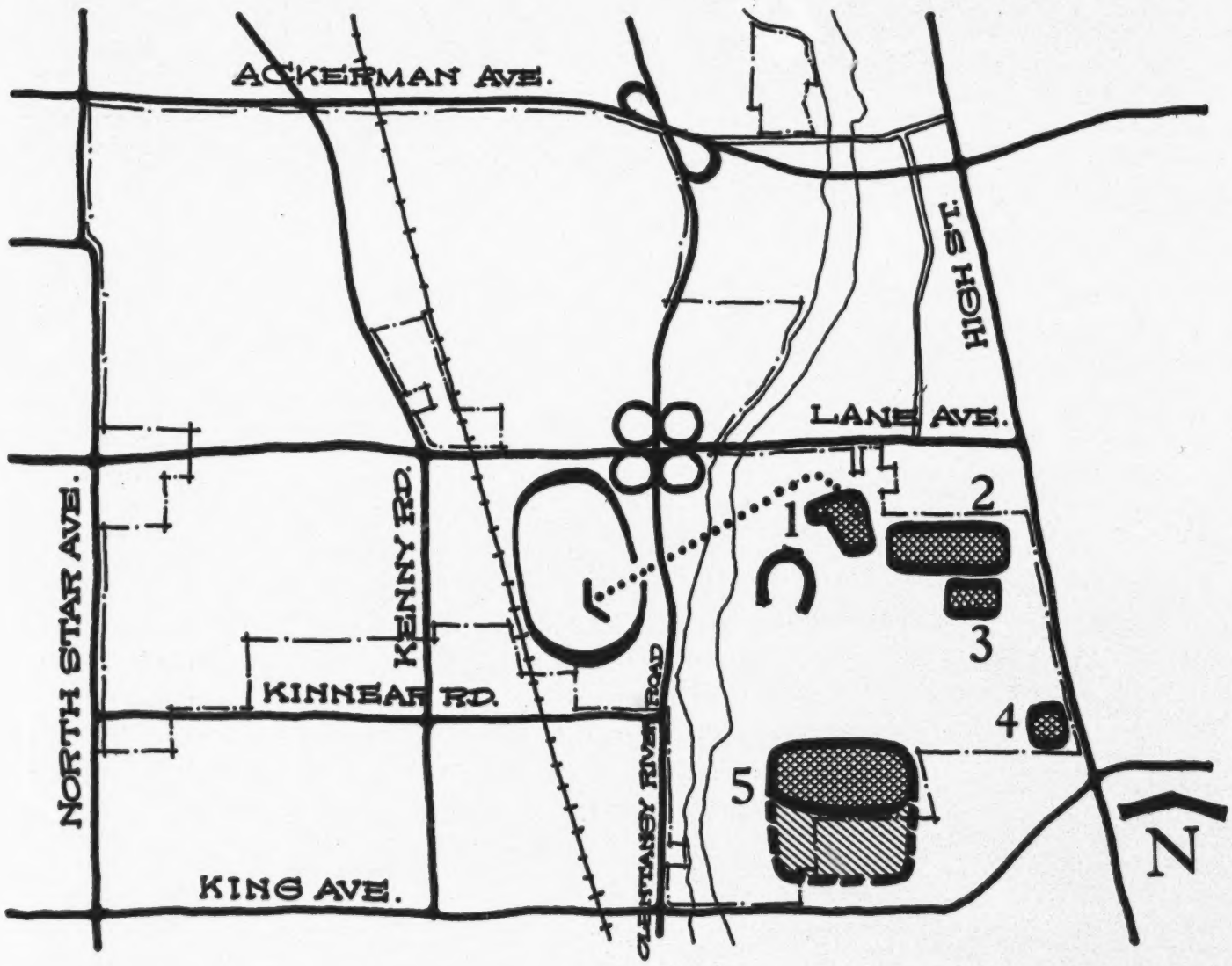
1. The College of Agriculture and Home Economics, with the exception of a few departments, and the College of Veterinary Medicine will complete the move to the west side of the river.

2. The expensive and hard-to-move units (such as engineering, the physical sciences, the power plant, the main library, and the stadium) should remain in their present locations and should be given room to expand, if necessary, by moving other units to new locations.

3. For each unit that might have to move, a new location with adequate room for future expansion should be established for use if and when needed.

4. Insofar as possible, all departments of a given college should be in the same general area of the campus, except where some other location would be functionally more appropriate.

5. Insofar as possible, all departments of the University should be close enough together that they can function as a total university with a minimum of transportation between classes.



1 **Agriculture** (with a few exceptions) and **Vet. Med.** will continue to move West across Olentangy River.

2 **Engineering** will not move.

3 **Fine Arts** will not move.

4 **Law** will not move.

5 **Health Center** will not move but will expand to the South into urban lands.

GENERAL ASSUMPTIONS

ANALYSIS OF ALTERNATIVE SOLUTIONS

CENTRALIZED VS. DECENTRALIZED CAMPUS

This report discusses seven schemes which were derived from two basic concepts: centralization and decentralization. In effect, then, there are only two basic schemes, each with variations.

Centralized Schemes. Here "centralized" is used to mean a physical concentration of functions and facilities. Specifically, "centralized" is used to refer to schemes with a concentration of colleges located in the area east of the river and south of Lane Avenue, accepting the condition that Agriculture and Veterinary Medicine will be located west of the river. This definition is being applied here to the present status quo notwithstanding the fact that the location of two colleges west of the river actually establishes the present campus as a decentralized plan.

Centralized schemes provide for vertical expansion into high rise buildings, for lateral expansion into open or vacated areas, or for a combination of both vertical and lateral expansion. The major portion of the expansion of the academic facilities would occur within the east campus.

Centralized schemes tend to promote a sense of unity within the University. However, inherently they have the problems of high concentration of students in a minimum land area.

Decentralized Schemes. Here "decentralized" is used to mean a physical division and distribution of those functions and facilities which have been concentrated. Specifically, "decentralized" is used to refer to schemes which relocate colleges north of Lane Avenue, east or west of the river. This would be a continuation of the decentralizing process started when Agriculture and Veterinary Medicine began to be relocated west of the river.

ANALYSIS OF ALTERNATIVE SOLUTIONS

Decentralized schemes provide for expansion by relocating whole colleges in University or urban lands, thus allowing expansion of the remaining colleges into the vacated spaces. Vertical expansion would be necessary only in congested areas.

These schemes avoid undue student and vehicular traffic congestion. Travel distances, however, are extended unless service courses are provided at each decentralized group of colleges.

ANALYSIS OF ALTERNATIVE SOLUTIONS

EXPANSIBILITY

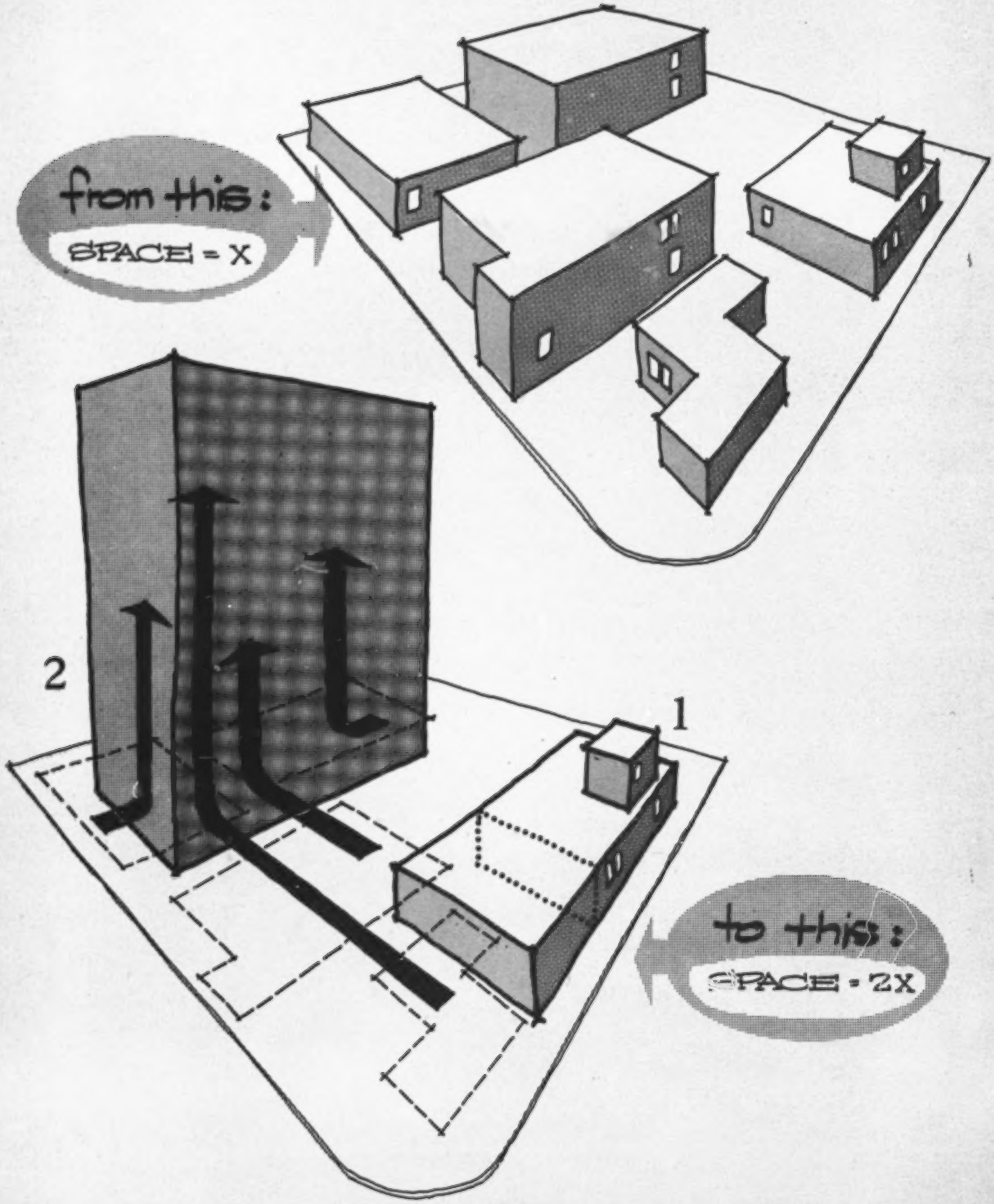
Outward Expansion. A certain amount of expansion can be provided by moving colleges to the west side of the river, leaving space for other colleges to expand east of the river. The limit to this type of lateral expansion is reached when the agricultural lands become so diminished that the teaching and research needs are not met. Vertical expansion into high rise buildings reaches its limit when the density becomes too great for the amount of land available. Therefore, if the University campus is to grow beyond a certain point, it must do so into urban areas north and south of the campus. The extent of this outward expansion depends on the limits placed on lateral and vertical expansion and on the future requirements of those facilities such as married student housing and dormitories which cannot be located on present University property in proper relationship to the teaching facilities.

ANALYSIS OF ALTERNATIVE SOLUTIONS

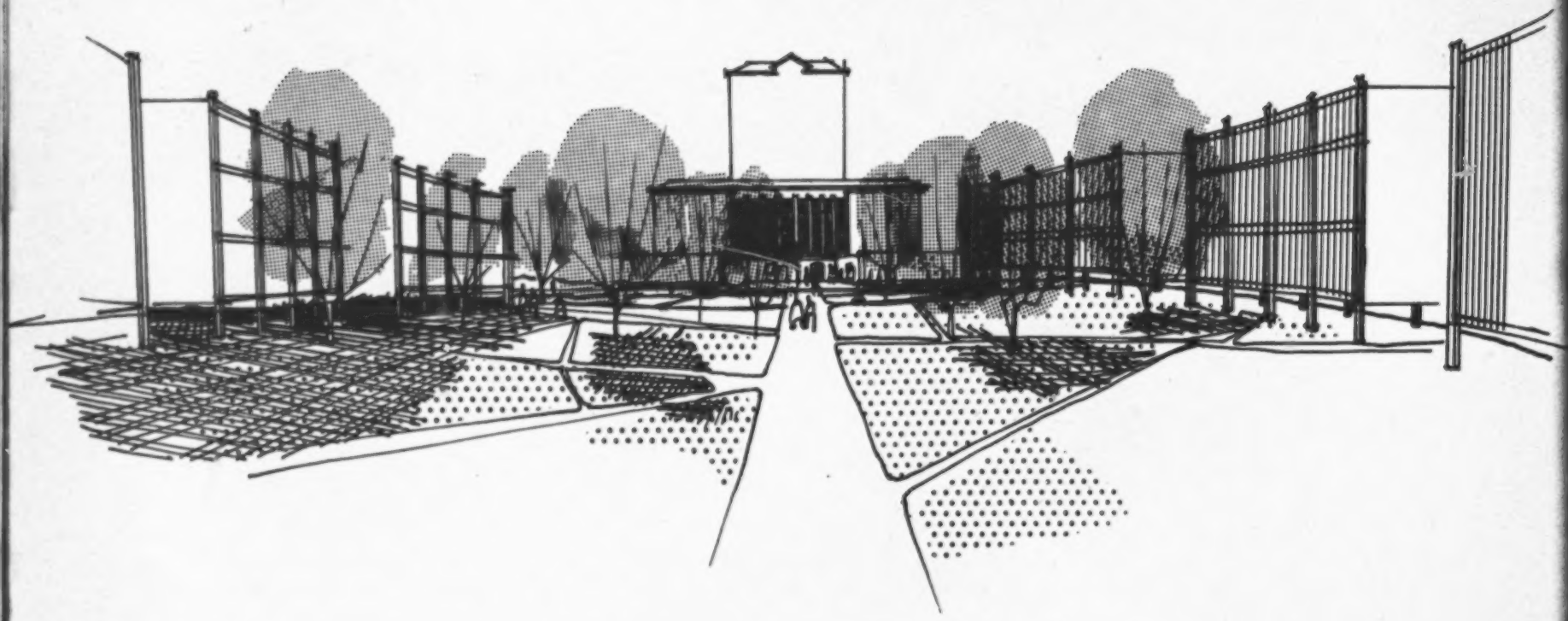
Inward Expansion. Expansion of facilities within the present campus boundaries can be provided in congested areas in two ways:

1. Lateral expansion. Additions to buildings can be made where open land is available or can be made available by the removal of other buildings. This must not imply that every open space can be filled.

2. Vertical expansion. It may be difficult to justify one and two-story buildings in a congested area. Low buildings may be removed to allow high rise buildings to be constructed to house the displaced functions. In going to high rise buildings, it must be remembered that a reasonable ratio between the total floor area of the building and its surrounding land must be maintained.



INWARD EXPANSION



EXPANSION INTO OVAL

ANALYSIS OF ALTERNATIVE SOLUTIONS

Expansion into Oval. The concept of a centralized scheme calls for the expansion of most of the academic facilities to be made within the present main campus. This is the concept of an urban university.

The possibility of using buildings to redefine the Oval space is discussed under Aesthetic Assets in this report. This would provide centrally located expansion for academic facilities. The height of these buildings in the Oval would be determined by the density characteristics of the scheme. In one scheme, these buildings would have to be 10 stories high, which would not be very desirable aesthetically. However, in another scheme the buildings could be 3 stories high and placed on stilts to allow pedestrian traffic to flow under them. This height could be used to advantage aesthetically and academically.

An alternate to the 3-story buildings in the Oval would be 6-story buildings along the north side of 12th Avenue.

ANALYSIS OF ALTERNATIVE SOLUTIONS

Staging. We must consider the feasibility of gradual evolution of a new plan along with the alternatives for expansion. If the plan must be flexible to allow for a modest amount of growth and yet be capable of allowing for the growth involved in a doubling of enrollments, then we must consider a plan which may fulfill the following requirements:

1. Permits delay in moving any unit to a new location until old space is needed by someone else.

2. Creates minimum of distress to the departments and other units to be moved or to units otherwise affected by the plan.

3. Permits the gradual evolution of the plan without creating undesirable functional or aesthetic conditions during the long periods of transition.

4. Permits the abandonment of the plan when only partially completed without creating undesirable conditions.

In general, a scheme for a centralized campus would be easier to stage than one for a decentralized campus. However, with parts of the Colleges of Agriculture and Veterinary Medicine already west of the river, we now have a decentralized plan. The question of the feasibility of further decentralization may be answered on the basis of past experience.

In connection with the alternative of buildings in the Oval, it can be said that 10-story buildings would be very difficult to stage, but that 3-story buildings there are much more feasible to stage.

ANALYSIS OF ALTERNATIVE SOLUTIONS

MOVEMENT

After conferences with University cabinet members, deans, department chairmen and other administrative officials, the planners met to evaluate the results of these meetings. In terms of their implications on the campus planning for the University as a whole, the following ideas emerged and have since been used as basic concepts for the development of the planning schemes:

I Design for the separation of urban and campus vehicular traffic.

1. All urban traffic should flow around rather than through the campus.

2. Bar automobile traffic from certain parts of the campus except for service or emergency use.

3. Create a perimeter road around the campus as an outer belt.

II Design for the separation of pedestrian traffic from vehicular traffic.

1. Submerge busy streets to unify spaces and to help eliminate conflict of pedestrian and vehicular flow.

2. Make parking the transition from vehicular to pedestrian flow.

3. Locate parking facilities where they are least likely to be crossed by pedestrian traffic.

III Design for inter-campus and intra-campus movement.

1. Establish a transit system (moving sidewalks, elephant trains, trolleys) as a

means of exchange between parts of the campus.

2. Locate a heliport on campus.

IV Design for pedestrian traffic needs.

1. Evaluate walking distances in locating instructional spaces.

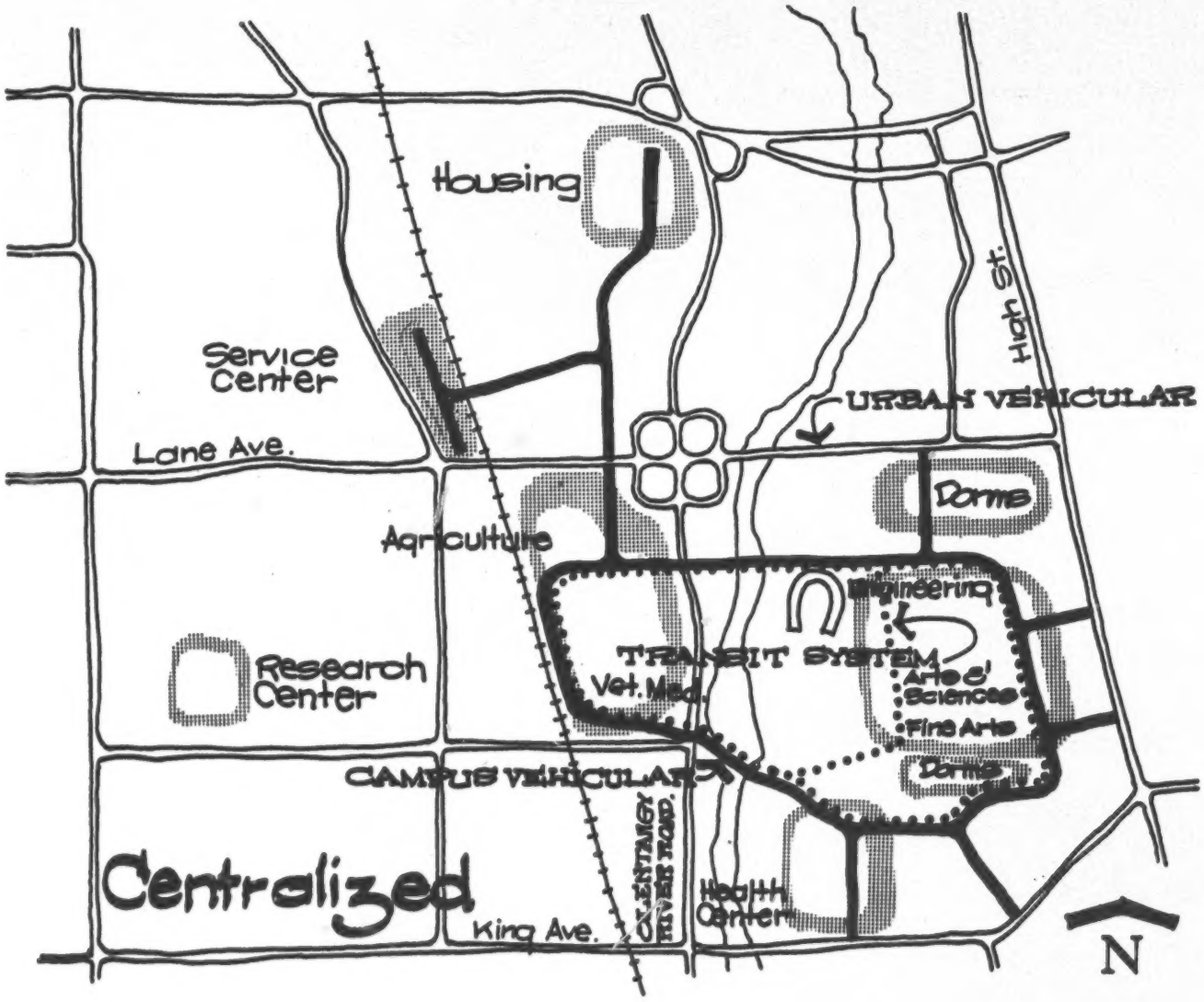
2. Consider staggered schedules and class-break "stretch out" to implement decentralized solutions.

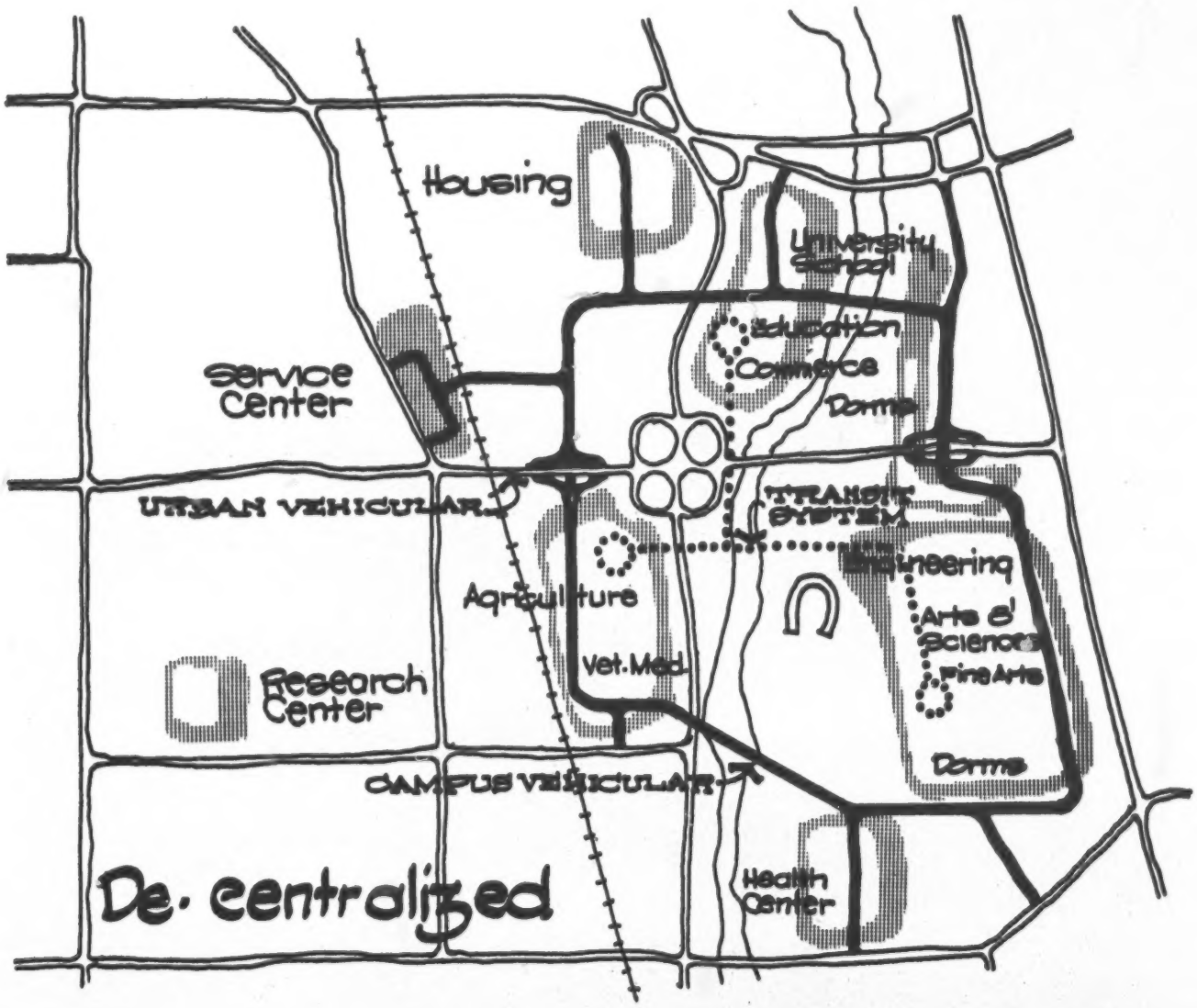
3. Turn present on-campus streets into pedestrian ways with pleasant paving, trees, benches, pools, and plazas.

4. Utilize pedestrian ways for emergency and slow moving service vehicles.

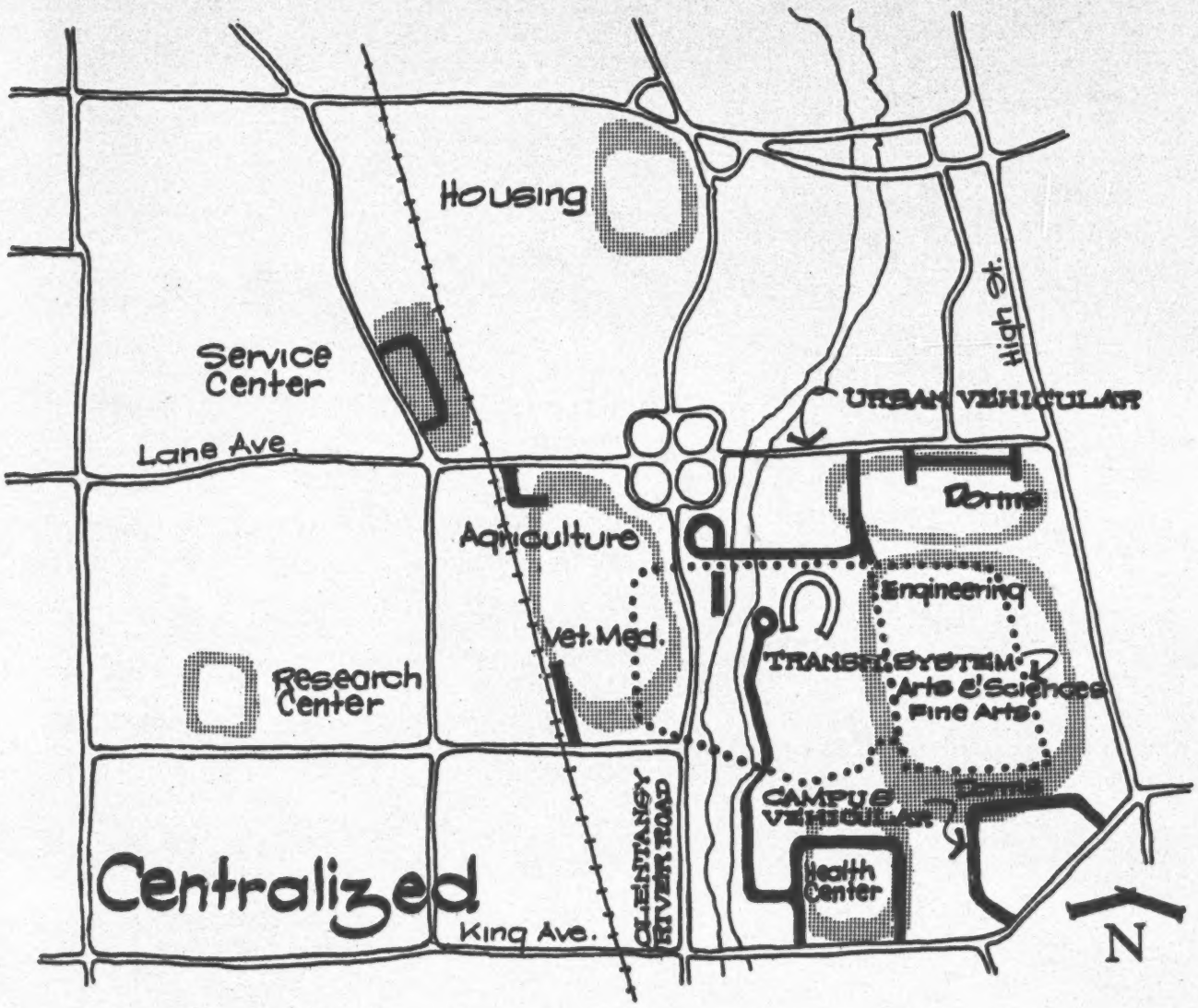
Circulation Schemes. Several alternative solutions can be found to fulfill the circulation needs of centralized or decentralized campus plans. After studying a dozen possibilities, three general types seem to solve more problems effectively. They are: (1) the outer loop, (2) the inner loop, and (3) the spine.

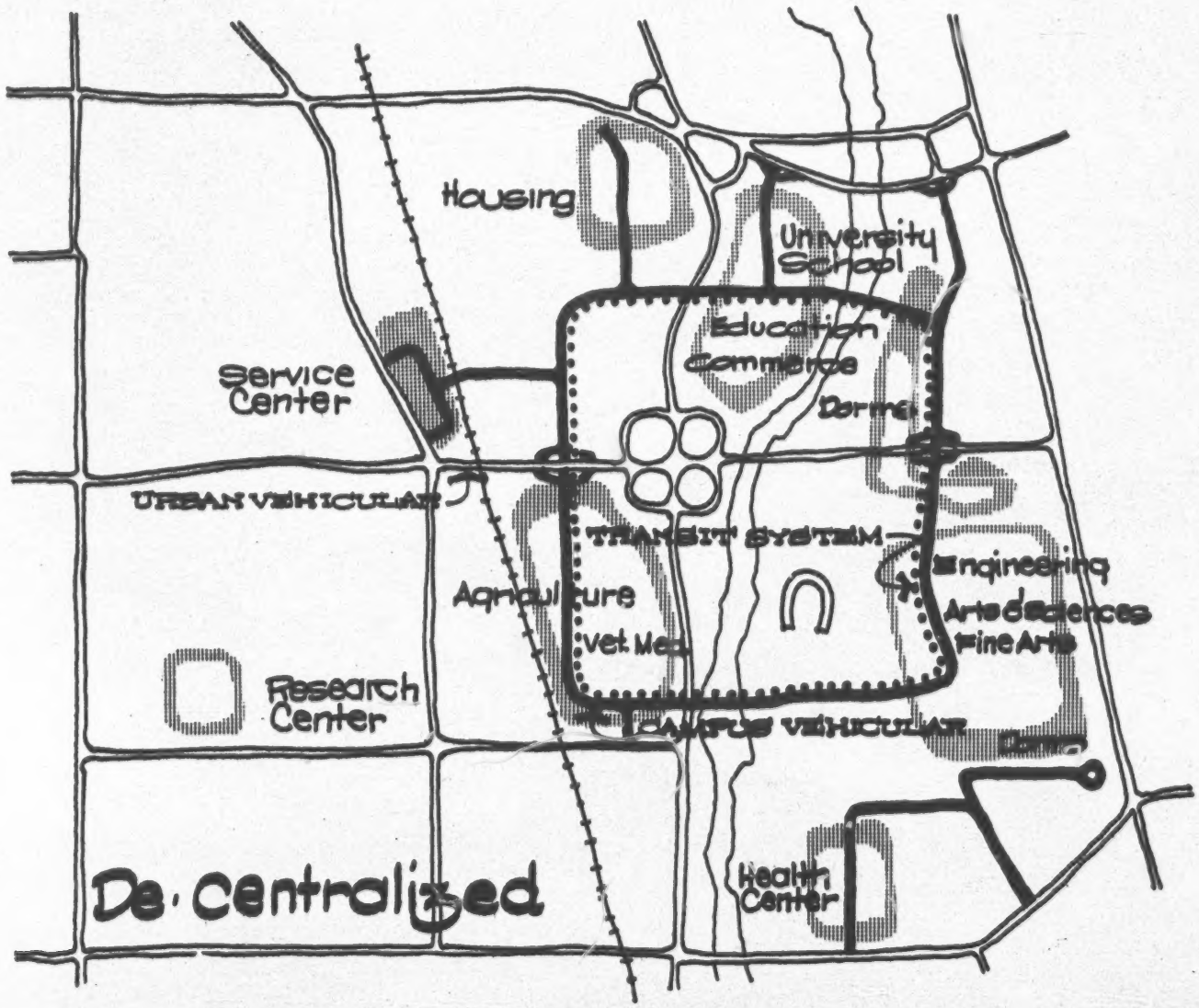
Outer loop. The outer loop does the best job of separating urban vehicular from campus vehicular traffic. It, in effect, duplicates the urban loop. However, to serve destinations within the heart of the campus, it must be either supplemented with feeder streets which penetrate close to destinations and terminate in parking facilities, or with a transit system which can shuttle within the heart of the campus. The outer loop does much to preserve the campus as a pedestrian world.





OUTER LOOP CIRCULATION





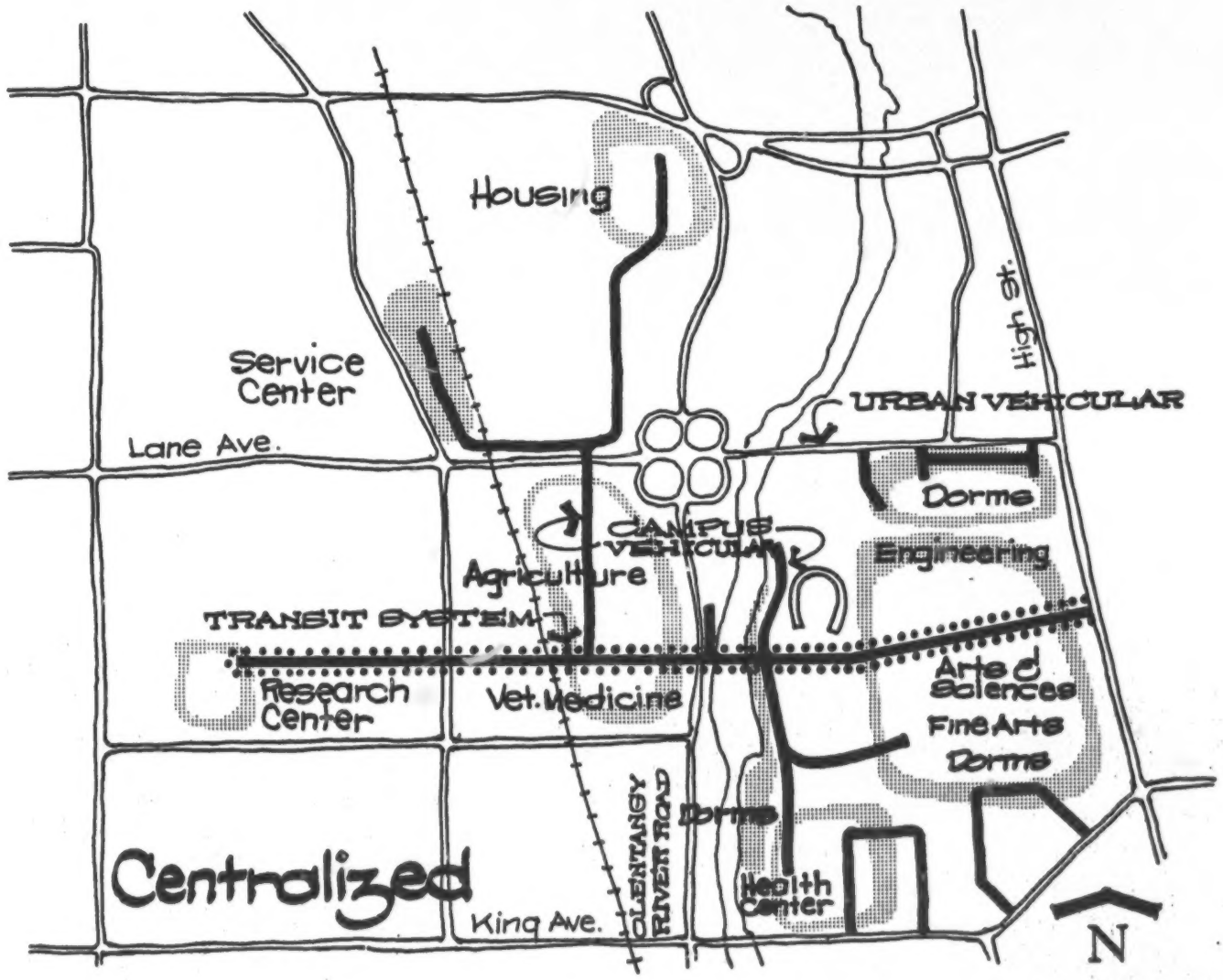
INNER LOOP CIRCULATION

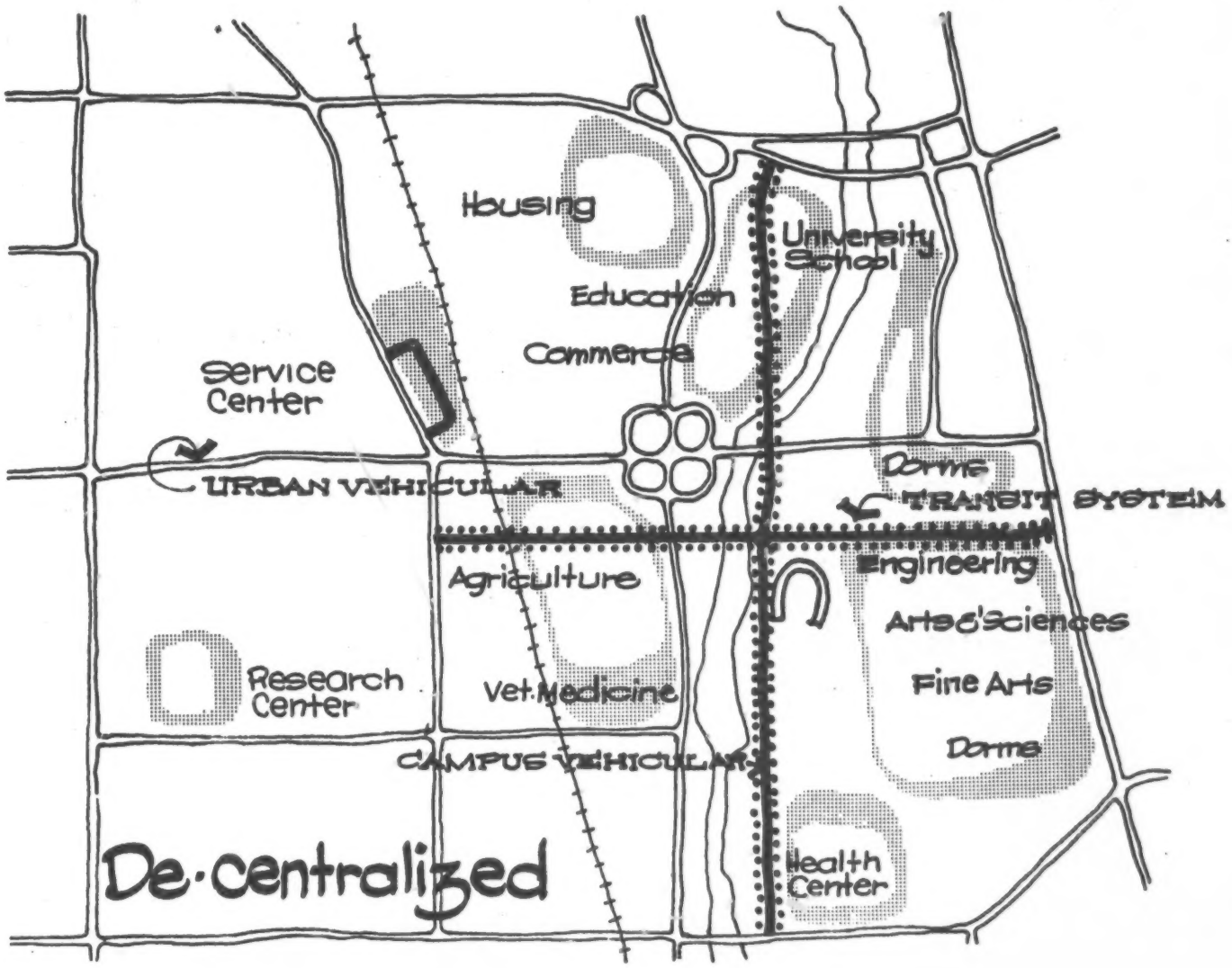
ANALYSIS OF ALTERNATIVE SOLUTIONS

Inner loop. Whereas the outer loop is an inward-feeding vehicular system, the inner loop can be doubled-loaded to minimize feeder roads to destinations. Though efficient in this respect, the inner loop relies more on the urban system to serve peripheral areas of the campus adjacent to the urban vehicular loop. The inner loop tends also to divide the campus into smaller sectors and might become a barrier to on-campus pedestrian traffic. The inner vehicular campus loop is ideally suitable for double use with a transit system. In the case of a centralized plan, it may be possible to confine its use to transit only. In this scheme campus vehicular traffic would terminate in parking facilities reached directly by short feeder streets from the urban system.

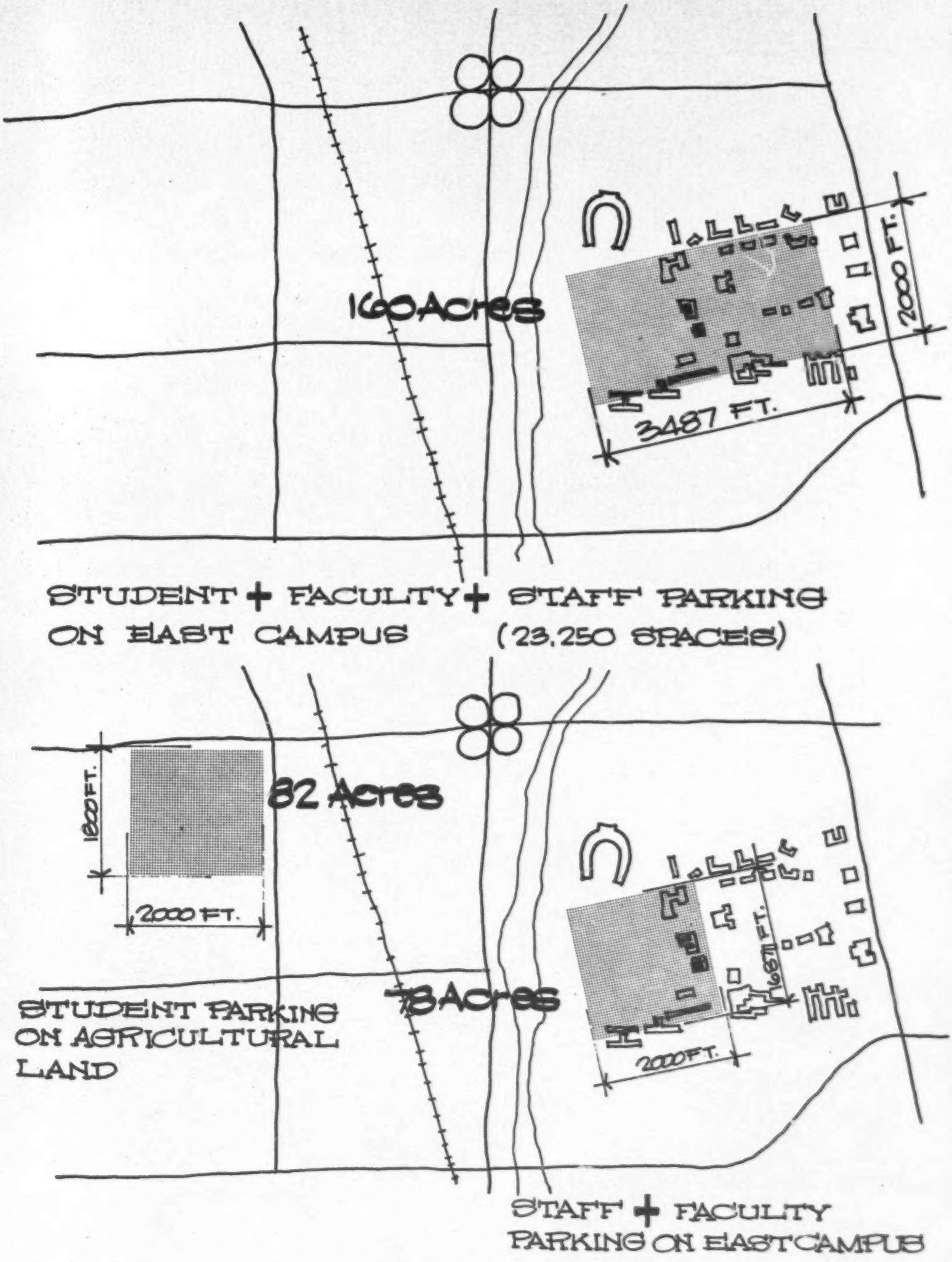
ANALYSIS OF ALTERNATIVE SOLUTIONS

Spine. The spine is the most direct and efficient system for serving east-west or north-south destinations, but virtually relies on the urban system to provide for other destinations. Though it does not separate urban and campus vehicular circulation effectively, it does provide more service with less length of road. The limitations of the spine are directly proportional to the load put upon it, since it has limited points of access. In other words, the spine might well develop into a six-lane highway if students, faculty, staff and visitors were allowed on it without control.





SPINE CIRCULATION



SURFACE PARKING AREAS

ANALYSIS OF ALTERNATIVE SOLUTIONS

PARKING

The present ratio of registered cars on campus to the number of persons eligible to have registered cars is 1 : 3.8. This might increase or decrease in the future, depending upon such factors as University policies with respect to allowing student cars on campus, charges for parking, ratio of commuter students to total student body, availability of public transportation, and general economic conditions. For purposes of this preliminary report, we assumed one car to every three people. This is consistent with general trends and with the increasing percentage of Ohio State students who commute.

Using the 1 : 3 ratio, the 5-hour average turnover time (Smith report), and a doubling of the numbers of students and employees, a total of 23,250 parking spaces would be needed. The present number of spaces on campus is about 9000.

The accompanying sketches show the number of acres that would be required to provide 23,250 parking spaces in surface lots. They show conclusively the impossibility of providing all of these spaces on the main campus. If only the faculty and staff are accommodated on the main campus, the parking lots will still require an inordinate amount of space. Moving the parking lots west of the railroad would encroach seriously on essential teaching and research lands. Moreover, the transportation of this number of people from distant lots to the main campus area would require more buses than the roads could physically accommodate.

ANALYSIS OF ALTERNATIVE SOLUTIONS

Because of the impossibility of relying on surface parking alone to solve the future parking needs of the University, it is evident that the master plan must be designed to include high density parking facilities unless some policy is formed to restrict and control parking on the campus. In studying possible solutions employing underground and above-ground ramps, as well as surface parking, a priority of land use was assumed in locating these in relationship to University facilities.

This priority was:

First, educational space

Second, environmental space

Third, circulation space

Fourth, parking space

The large fold-out maps of Schemes E and F at the end of this report illustrate the employment of this principle in determining the kinds of parking needed to provide 23,250 spaces.

Because of the great capital outlay involved in providing ramp type facilities for parking all cars and the restricted land area available for University growth, it is mandatory that the University consider policies to restrict parking on campus as well as to encourage municipal and private development of parking facilities adjacent to the University.

ANALYSIS OF ALTERNATIVE SOLUTIONS

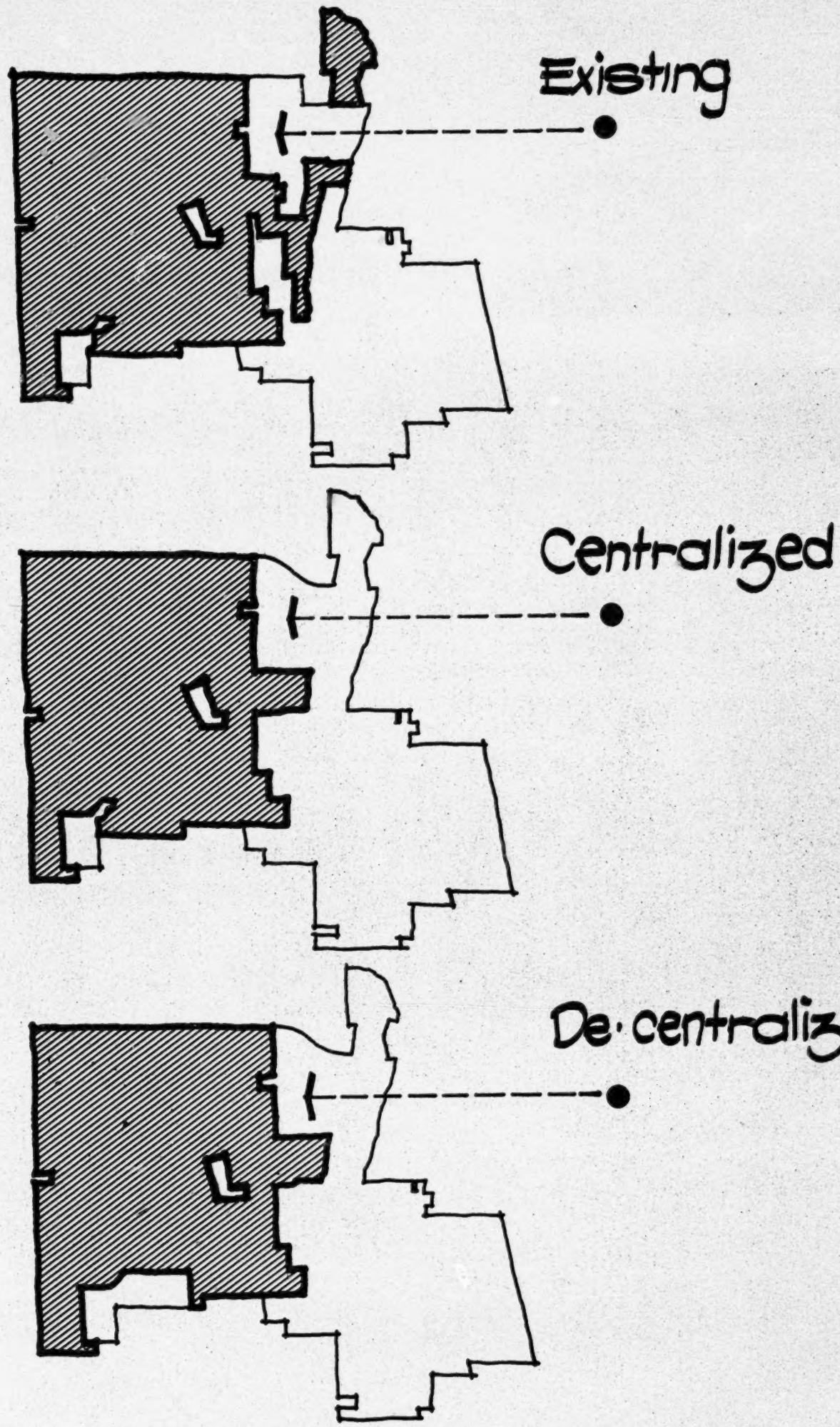
AGRICULTURAL LANDS AND BARNS

Agricultural lands are of two kinds, teaching and research plots and crop production lands. The former must be reasonably close to the academic buildings, since students must often use them for short periods of time that fit into their schedule of other classes. The crop production lands and some of the research fields can be more remote. Crop rotation schedules, however, preclude in most instances any permanent classification of a given tract of land as teaching and research or crop production. Approximately 800 acres of farm land in the general vicinity of the campus are required, exclusive of small garden plots adjacent to the buildings in a few cases.

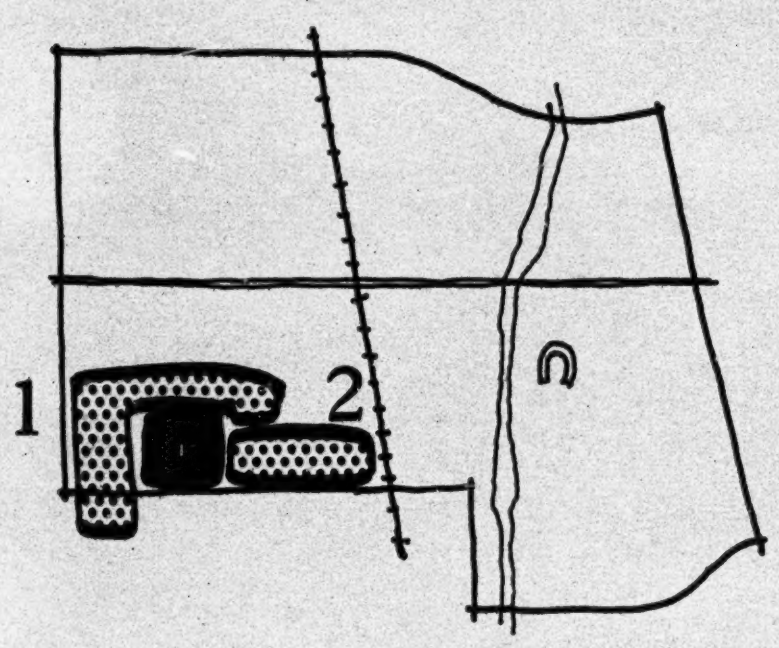
Extensive expansion of University facilities adjacent to agricultural lands, such as those for the Research Center and married student housing, could well diminish the agricultural acreage to the point of jeopardizing the program of the college. This points up the need for rigorous land zoning in order to protect and implement all aspects of the University's program.

The 3 accompanying diagrammatic sketches show (1) the acreage now used for agricultural instruction and research, (2) resultant acreage in a centralized campus plan, and (3) the resultant acreage under a decentralized plan.

It has been assumed in all schemes developed for this report that the barns now in the general vicinity of Stadium Drive and Fyffe Road will be replaced by new barns west of Kenney Road and north of Lane Avenue. This change is required to permit the proper development of academic buildings for the College of Agriculture. The new location will be close enough to the academic buildings to be reasonably accessible to students.



AGRICULTURAL LAND

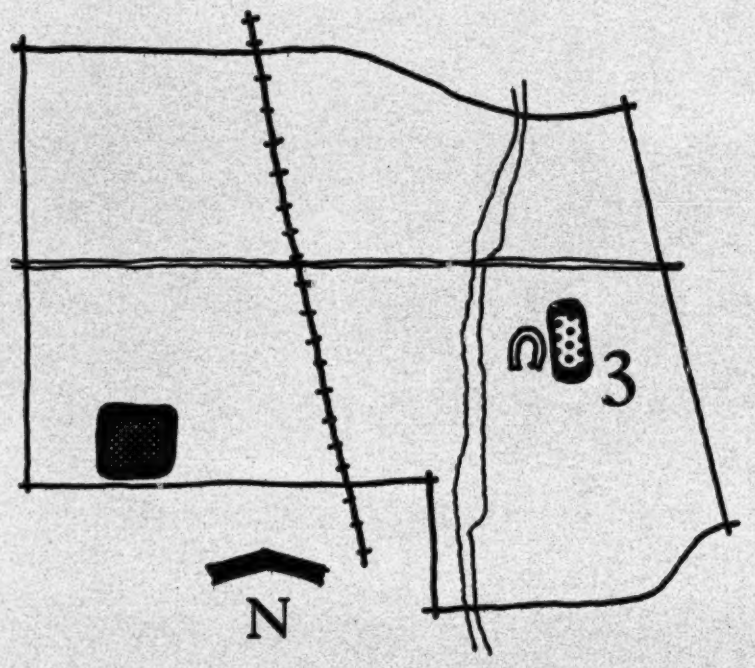


1 Expand on present University land in vicinity of existing Research Center.

OR

2 Expand by purchasing existing industrial buildings to the East.

OR



3 Establish a new Research Center on the East Campus.

RESEARCH CENTER

ANALYSIS OF ALTERNATIVE SOLUTIONS

RESEARCH CENTER

The existing research center on Kinnear Road probably justifies its distance from the main campus on the basis that this building was available at the time it was needed. This space can be expanded into adjoining agricultural lands, or by purchasing the existing industrial buildings to the east.

The alternative location for additional research space would be on the east side of the river. This would strengthen its affinities with Engineering, physical sciences, and other related departments. Its location here would provide a convenient coordinating facility for research carried on within the separate departments adjacent to it.

Research involving many students as subjects or employees would be most appropriate for assignment to any research center east of the river.

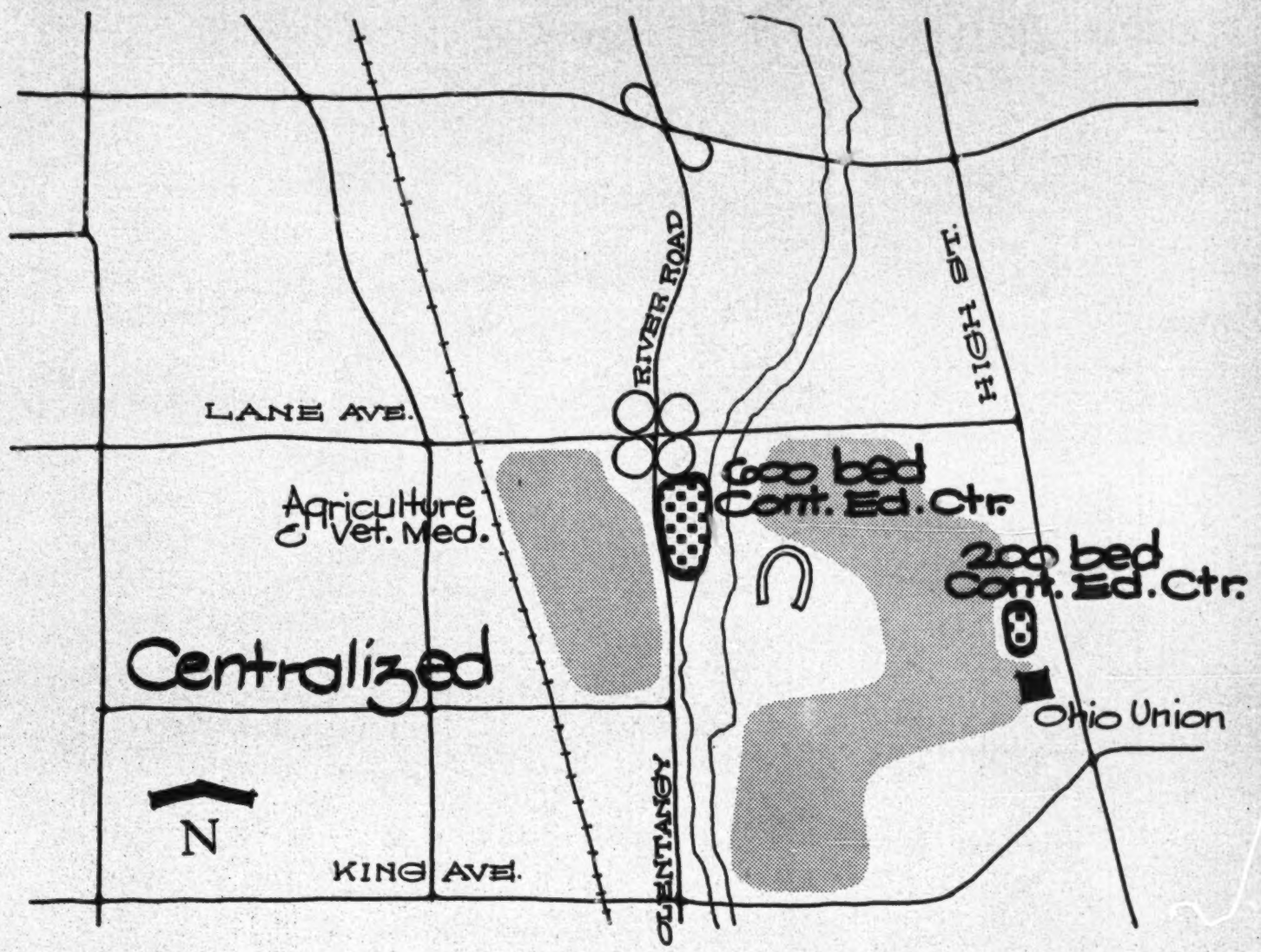
ANALYSIS OF ALTERNATIVE SOLUTIONS

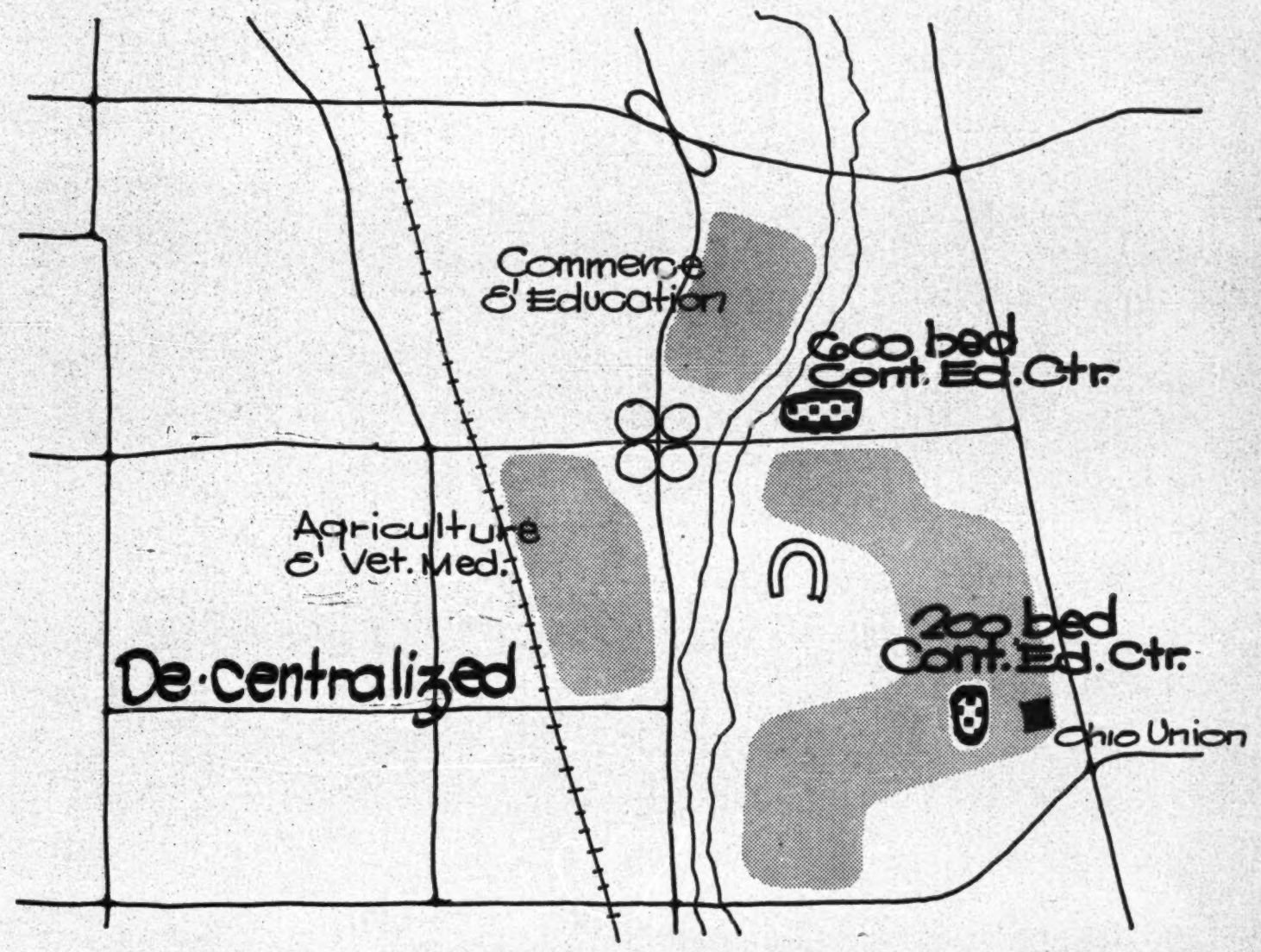
CONTINUING EDUCATION CENTERS

Alternate locations for two continuing education centers are shown on the accompanying sketches.

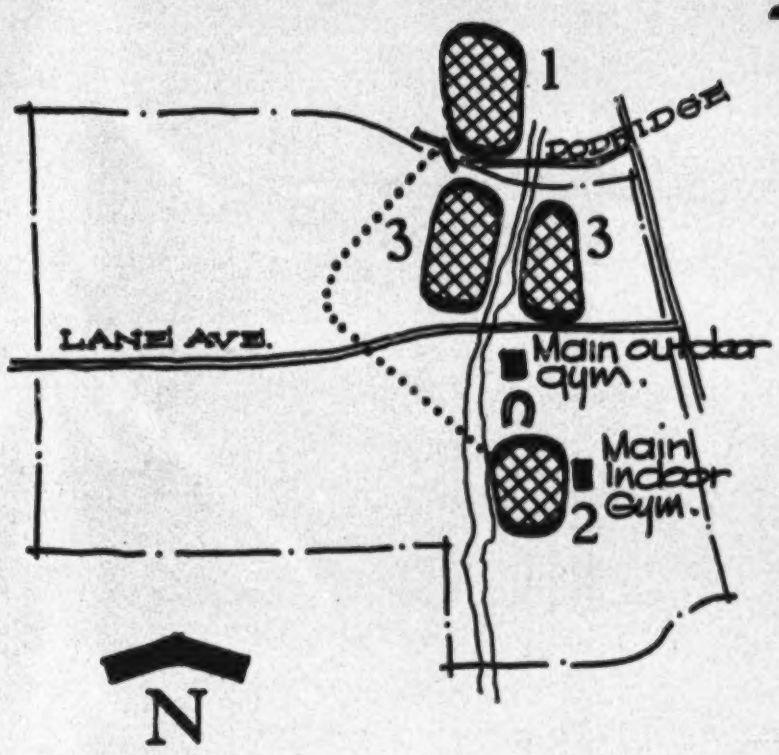
In each case, a 200-bed facility would be located near the Ohio Union to take advantage of its food service facilities and existing auditoriums in nearby buildings.

In the centralized plan sketch, a 600-bed facility is located along the river between the two major academic areas, thus serving to unify them. The same location could be utilized in the decentralized plan, but the sketch shows an alternative location.





CONTINUING EDUCATION CENTERS

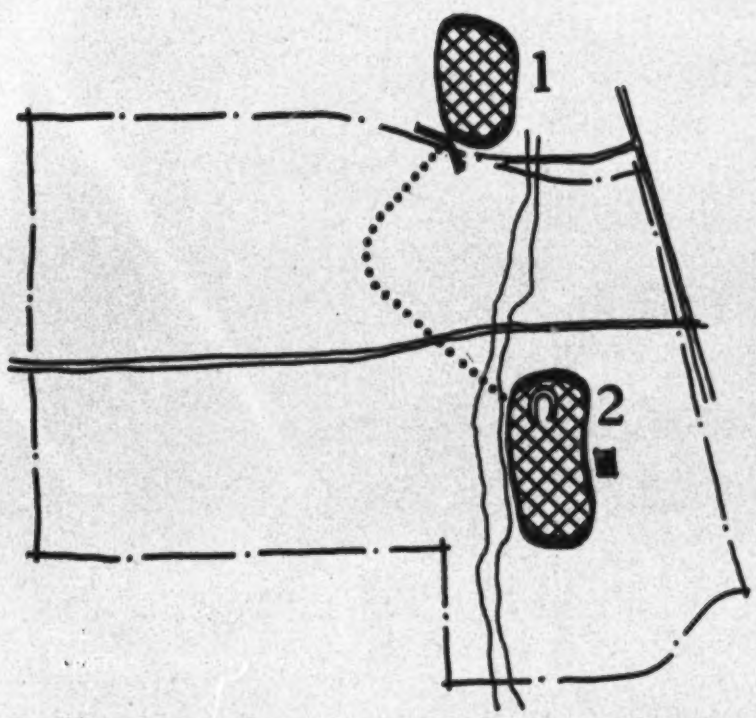


De-centralized P.E.

1 Vareity athletic fielde move North of Dodridge.

2 P.E. occupies old vareity area.

3 Create new P.E. land North of Lane Ave.



Centralized P.E.

1 Vareity athletic fielde move North of Dodridge

2 P.E. retains it's land plus vacated varsity land plus area around stadium.

P. E. AND VARSITY

ANALYSIS OF ALTERNATIVE SOLUTIONS

PHYSICAL EDUCATION AND VARSITY ATHLETICS

Our studies have been based on an estimated need for 50 acres of outdoor land for physical education teaching purposes. The accompanying sketches show how this acreage can be accomplished under the centralized and decentralized schemes. In each case it is necessary to move varsity athletic fields to a new location in order to provide needed physical education space. In the centralized scheme some of the parking area around the stadium would have to be returned to physical education.

If and when the varsity fields should be relocated, appropriate locker facilities would have to be provided at the new location.

Likewise, the decentralization of physical education would require new gymnasium and locker facilities in the vicinity of the new outdoor teaching fields.

ANALYSIS OF ALTERNATIVE SOLUTIONS

INTRAMURALS AND RECREATION

The present intramural fields are too far away from the dormitories, and the dormitories have little or no outdoor recreation space. To correct this situation the following premises could be established:

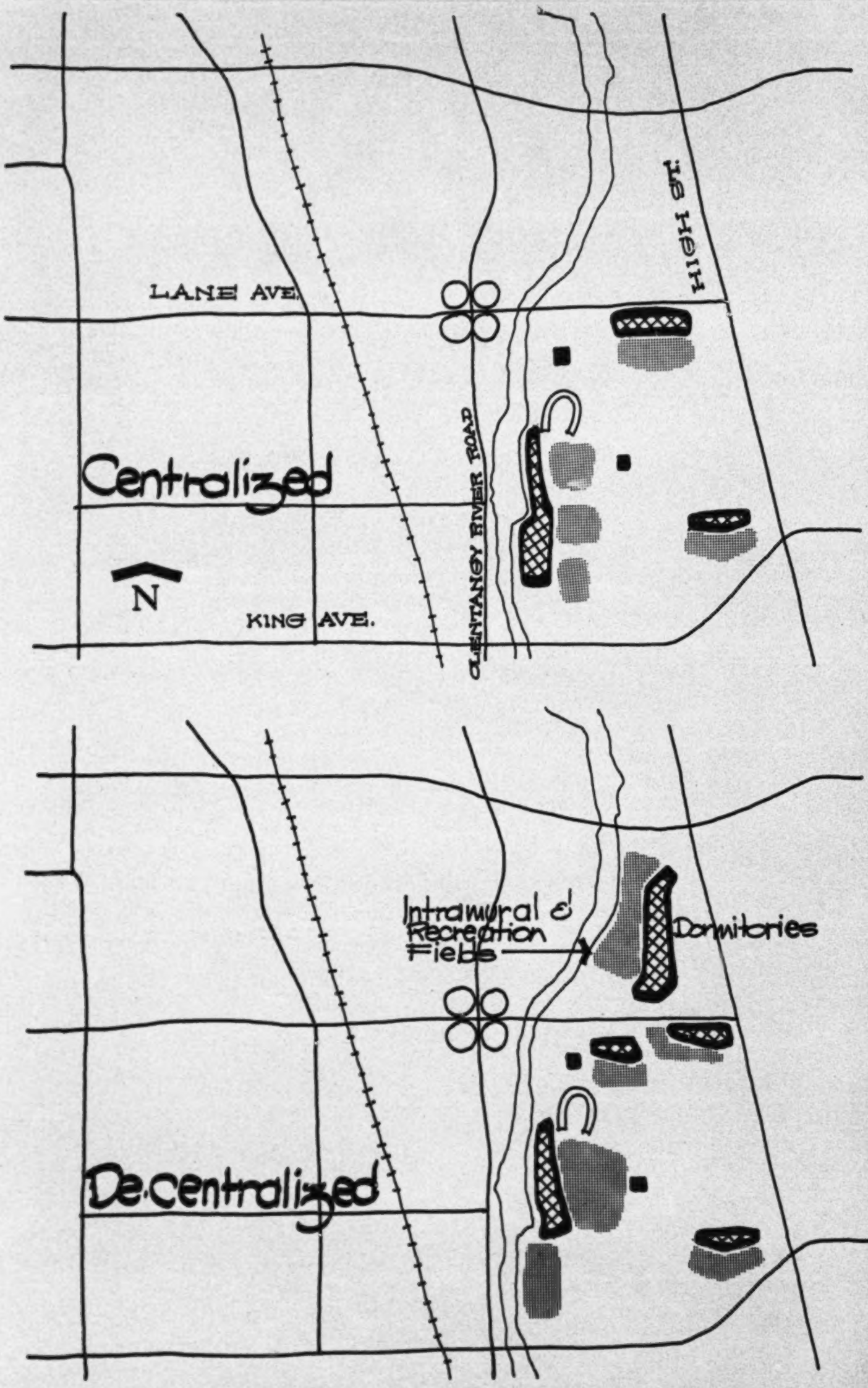
1. The intramural fields should be decentralized and related to the future and present dormitories.

2. Intramural fields should be used for informal recreation.

The accompanying sketch shows how these outdoor spaces for intramurals and recreation are proposed to relate to the present and projected dormitories.

This should help promote the identification of students with smaller groups by providing intramural activities adjacent to dormitories.

In the development of the final plan an effort should be made to provide for joint use of certain fields for physical education, intramurals, and recreation.



INTRAMURAL & RECREATION LANDS

ANALYSIS OF ALTERNATIVE SOLUTIONS

DORMITORIES

During the study of needs of The Ohio State University, there was a recurring question of how best to relieve the conflict between the sheer size of the physical plant and the individual student residing, studying, and learning within this "university city." Certainly we must think in terms of the total student -- not only his physical needs but also his spiritual, emotional, intellectual, and social needs as well. This is especially critical when considering how to house large numbers of students without destroying the kind of environment with which the individual student can identify himself. What is the maximum size for a residence hall without destroying small group feeling which may be necessary to the student's need for security and acceptance?

In searching for a basis to solve this problem, we found that studies have shown that the desirable sized social group in which university men have been individually able to identify themselves is 70 to 100; with university women, 25 to 40. We also know that the dining hall is an important center for interaction with larger groups, especially if this facility is shared by men and women students. It is also possible to establish a dining facility which is economically feasible with as few as 350.

It is evident from the experience of other colleges, as well as Ohio State, that in multi-story dormitories the social group tends to organize around the "floor" rather than a group of floors. Therefore, it is desirable to provide such amenities as the living room, the recreation room, the "quiet" room, etc. for each floor.

Another consideration is the limitation of "walk-up" dormitories even with stringent campus space limitations. Four stories is the maximum

desirable height for walk-up dormitories and even this height poses problems for students moving in and out of the dormitories each year. On the other hand, elevators become justified with heights exceeding seven stories.

For purposes of this study, the following assumptions have been made from the above considerations:

1. Limit the number of students per corridor on each floor to 25. (Desirable sociological grouping around one lounge is 25 to 30 students.)

2. Because of land restrictions, dormitories would be 8 stories high equipped with elevators.

3. Each floor would provide "living" amenities for its social group.

4. One men's dormitory of 200 and one women's dormitory of 200 would be placed adjacent to a dining hall for 400.

5. Each dormitory would provide integral parking for 15% of the students and lot parking for 10% of the students.

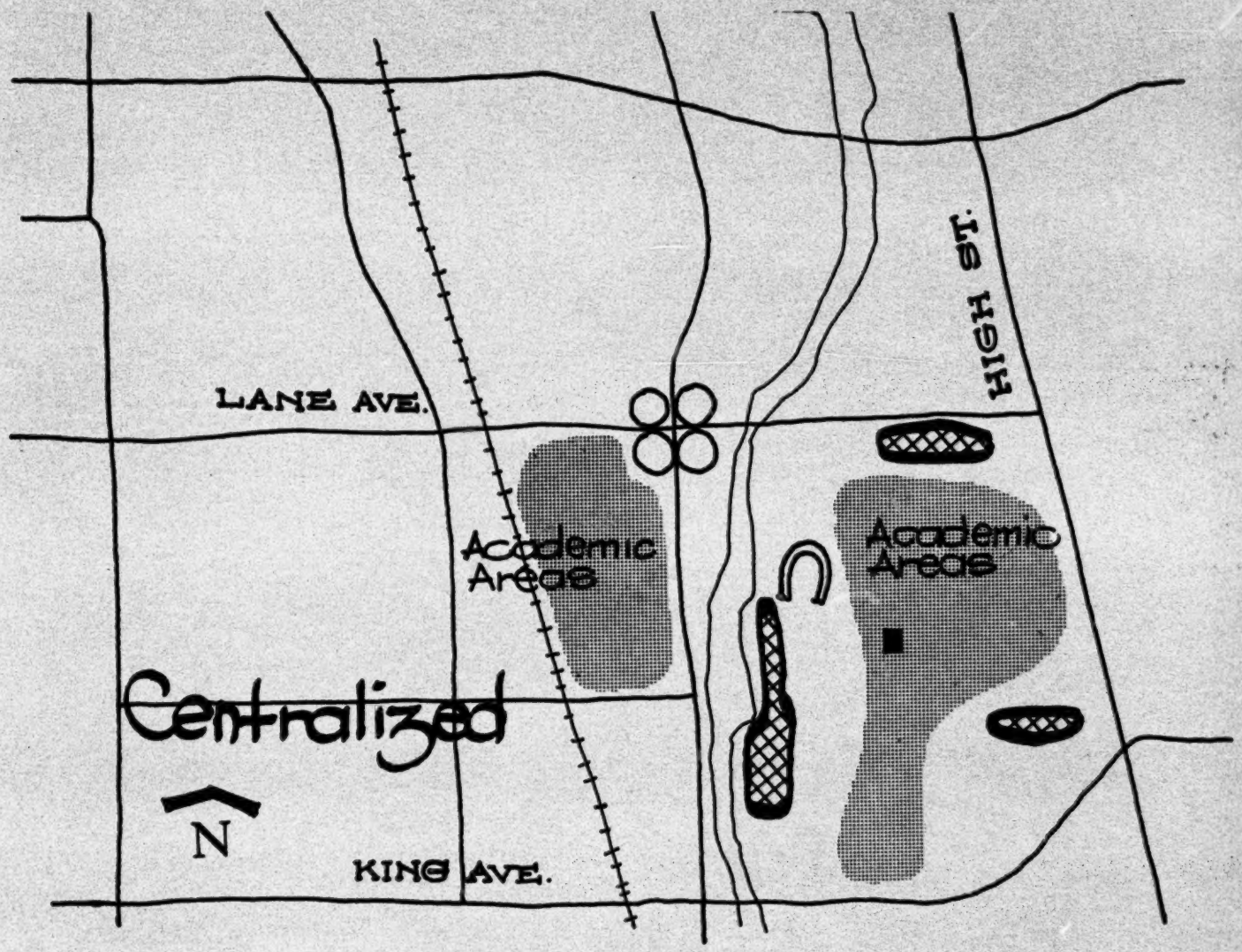
It is to be noted that on Schemes E and F, each dormitory unit shown is a diagrammatic indication of space required for one men's dormitory, one women's dormitory, and the common dining hall. The configuration is not to be construed as a design solution.

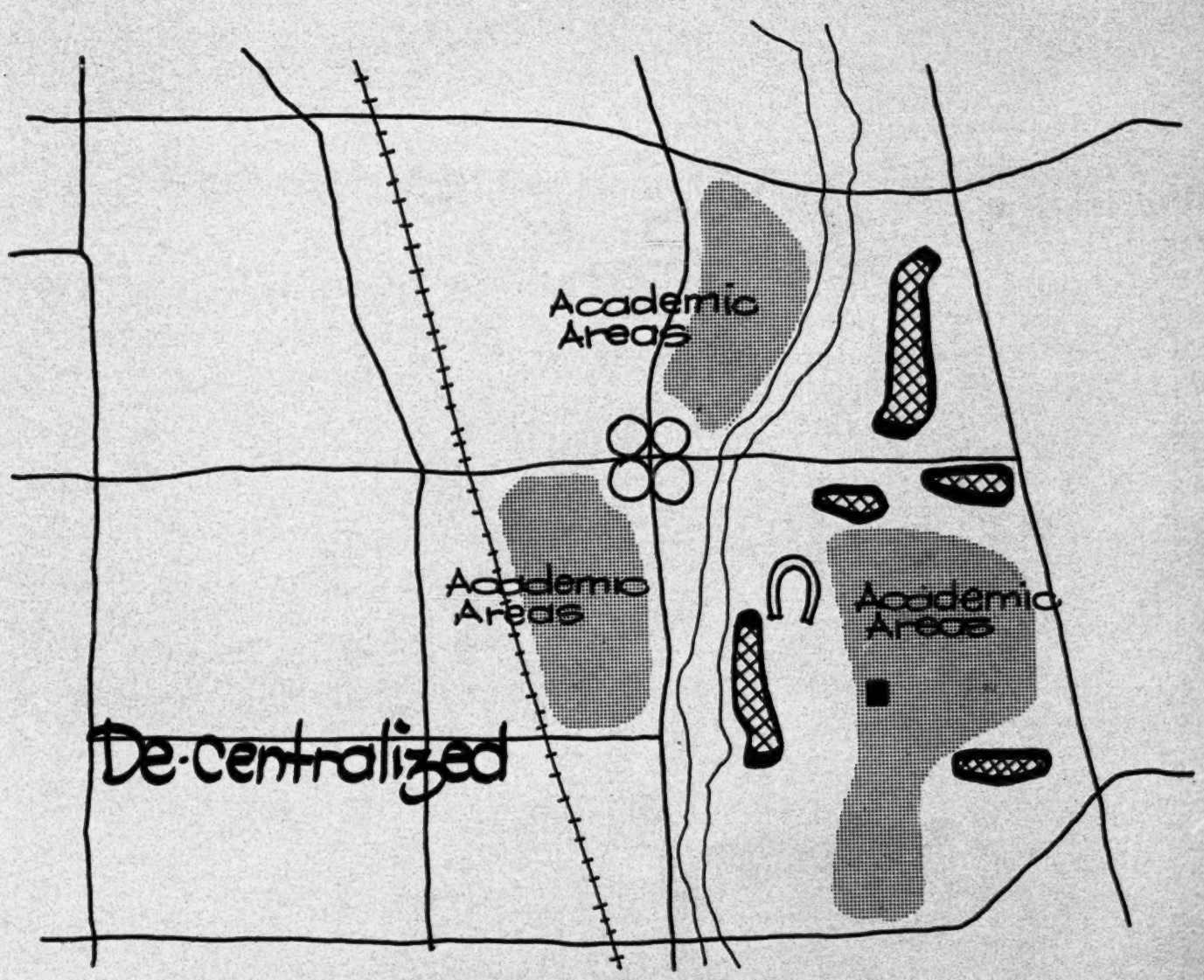
All the present dormitories are located on the south portion of the main campus. This places many students some distance away from their academic areas and available outdoor recreation space.

ANALYSIS OF ALTERNATIVE SOLUTIONS

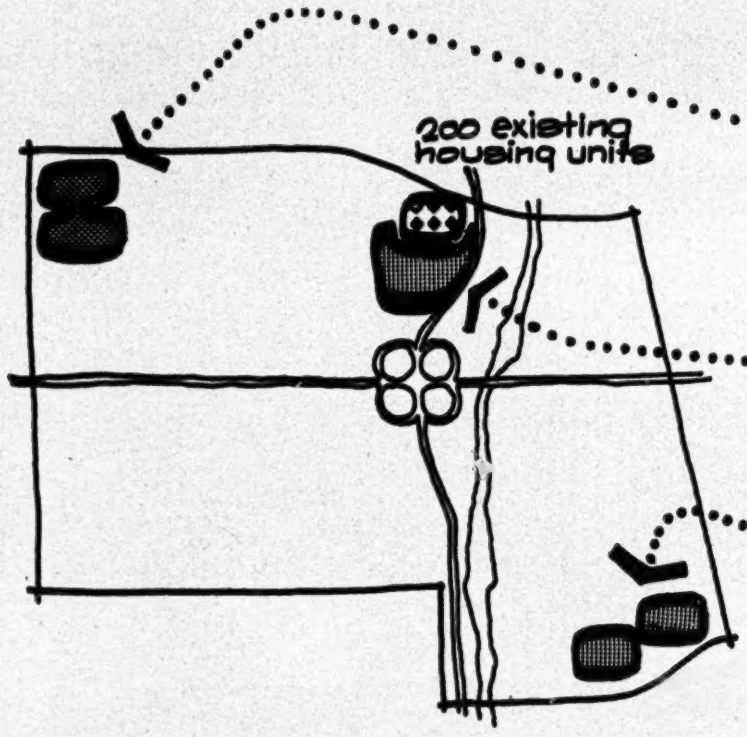
Centralized Dormitory Scheme. This plan would feature a ring of dormitories around the main campus. New dormitories would be built along the river and on the north portion of the campus on land to be acquired. In this scheme additional dormitories for law students, medical students, and nurses would be built in direct relationship to these professional colleges.

Decentralized Dormitory Scheme. In this scheme new dormitories would be built by the river and north of the main campus. The north dormitories would be related both to the main campus and to new academic areas north of Lane and west of the river. Since the academic center of gravity shifts to the north in this scheme, some existing dormitories could be reassigned to house law students, medical students, and nurses, preserving some relationship to their respective professional colleges.



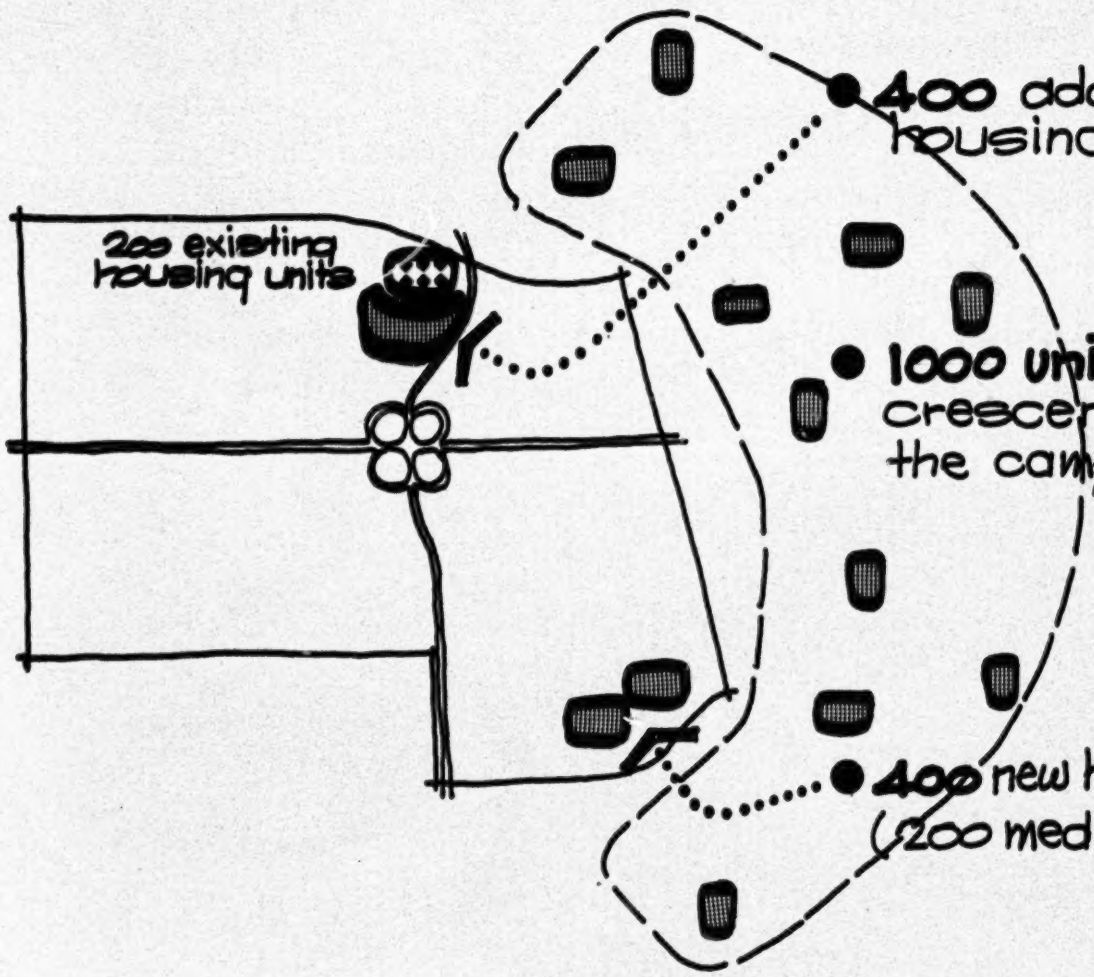


DORMITORIES



- **800 new housing units** take away needed agricultural land.
- **600** additional housing units (max.)
- **400** new housing units (200 med., 200 law.)

or consider:



- **400** additional housing units
- **1000 units** in the crescent East of the campus.
- **400** new housing units (200 med., 200 law.)

MARRIED STUDENT HOUSING

ANALYSIS OF ALTERNATIVE SOLUTIONS

MARRIED STUDENT HOUSING

The experience of The Ohio State University does not provide an adequate basis for estimating future needs for married student housing, especially since privately-financed apartments are now being constructed nearby. As a basis for preliminary planning, it has been assumed that 2000 University-financed units will ultimately be required.

The accompanying sketches show two possible plans for locating 2000 units. In both cases, the project now under construction is expanded from the initial 200 to a maximum of 600 or 800. Also, both plans show 400 units located to serve students in Law and the Health Center.

The placement of the additional 800 to 1000 units in one sketch is on University agricultural lands. This location has the disadvantages of greater distance from the academic area and possible impairment of the programs of teaching and research in agriculture. The alternative location in the crescent east of the campus is free of both of these objections and has the advantage of helping to prevent deterioration of the neighborhood in which fraternity and sorority houses, religious centers, and the cooperative houses and other special University housing are located. It has the disadvantage of requiring acquisition of new land which is already improved.

ANALYSIS OF ALTERNATIVE SOLUTIONS

COMMERCIAL SERVICES

Commercial services planned in conjunction with the development of the University is a necessary part of fulfilling the needs of students and faculty with desired service amenities. Some of these commercial services can be supplied within University facilities, such as the student union, sub-unions, campus bookstores, and the continuing education center. However, for the bulk of commercial services the campus must rely on private developments adjacent to the campus.

As the campus grows, it may well expand around some commercial development existing in surrounding urban land and thereby leave "commercial islands" within the campus. These shopping centers could provide aesthetic as well as functional strength to the campus if properly planned. This kind of expansion around commercial islands may be desirable from the standpoint of land acquisition costs as well.

As the campus decentralizes, particularly in the case of dormitory and married student housing, it would be to the University's benefit to encourage planned zoning for commercial use to provide service amenities to these areas not well related to existing commercial services.

If the University grows into a "university city," then shops and services must be part of the city-scape.

ANALYSIS OF ALTERNATIVE SOLUTIONS

CENTRAL ADMINISTRATION

Under this heading we have considered 3 types of facilities:

1. Administrative offices not frequently visited by students.

2. Administrative offices frequently visited by students, including most of the offices now in the Student Services Building and some of those now in Pomerene Hall and the Administration Building.

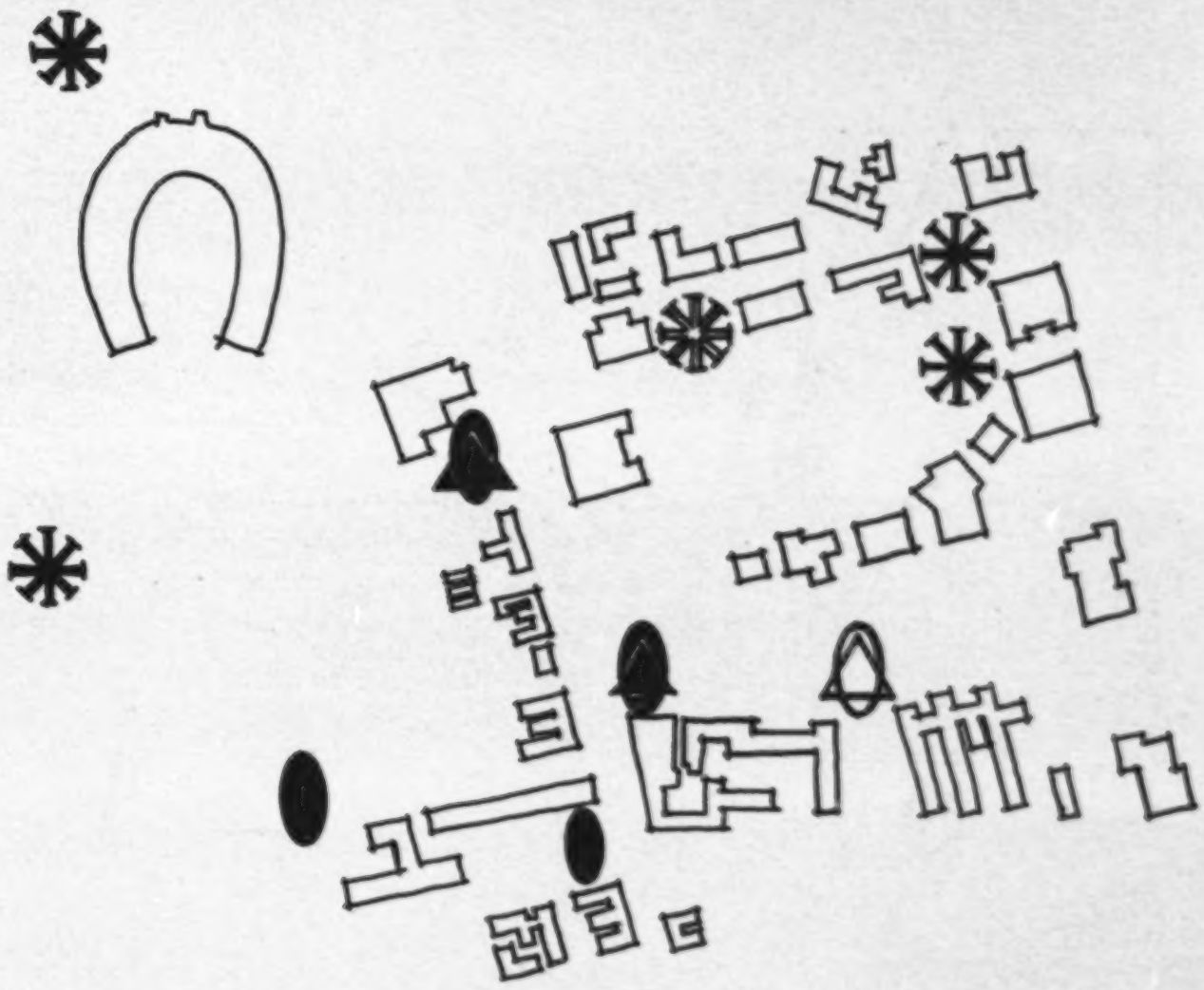
3. Student health service facilities, possibly including an infirmary.

The accompanying sketch suggests the relocation of the administrative offices not frequently visited by students. The present building is in a choice location for academic use. Two of the alternatives are near High Street where visitor traffic can be kept out of the academic area and where parking is available in an existing garage. Either of these locations would be appropriate for a centralized scheme. If, however, the campus is decentralized, one of the suggested locations on the river would be more appropriate, since the Administration Building could serve as a unifying element and help to establish the river as the heart of the expanded academic area. Suitable access to urban streets could be developed.

The sketch shows student service offices located at the Pomerene Hall or Townshend Hall sites. The Townshend Hall location would be most central for a decentralized campus; Pomerene or the present location would be suitable if the academic areas continue to be concentrated between High Street and Neil Avenue.

ANALYSIS OF ALTERNATIVE SOLUTIONS

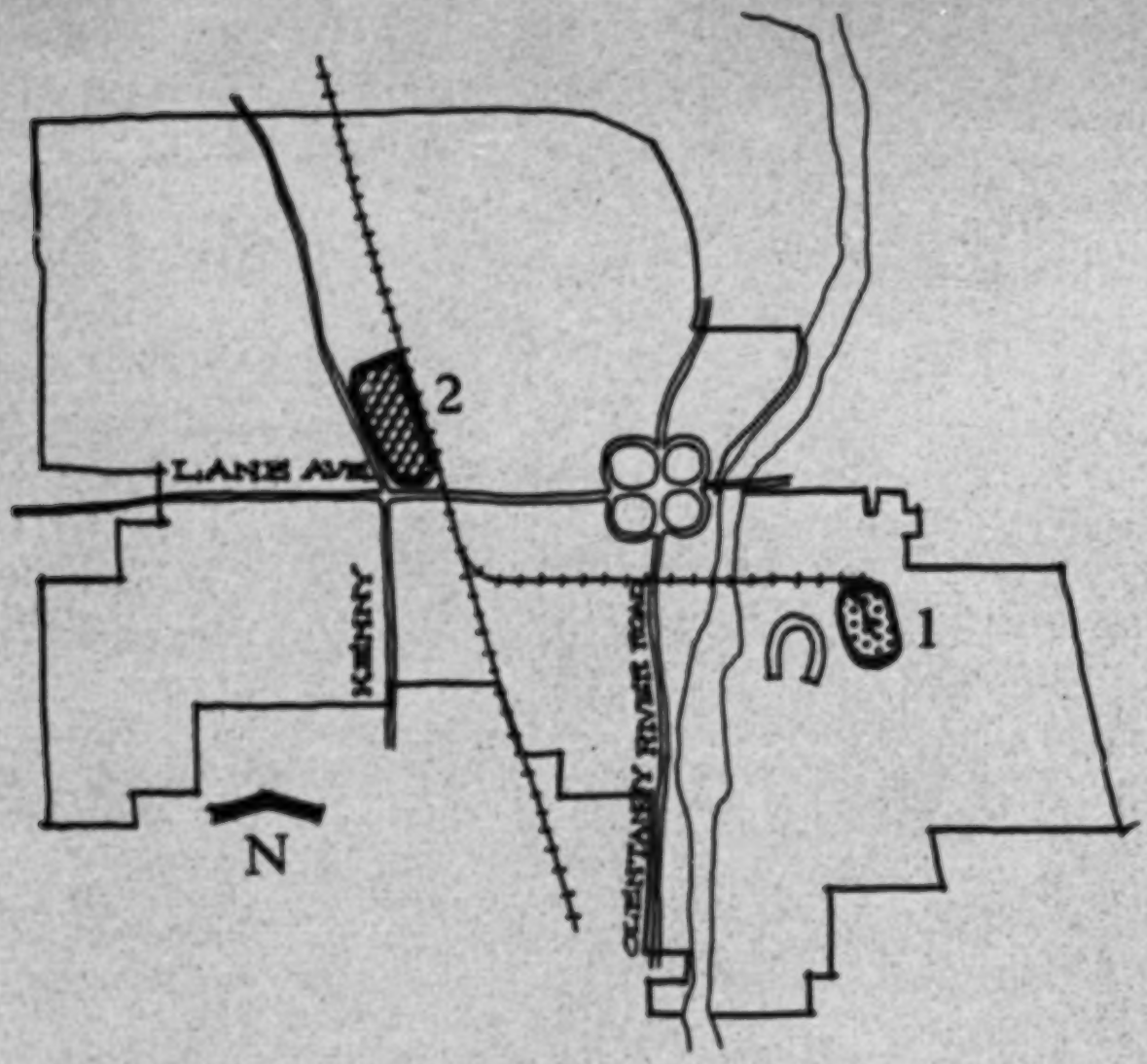
Student health services might accompany other student services at the Townshend Hall location or at Pomerene, or they might go into the Health Center. Although the sketch does not show this detail, it might be appropriate to locate a student infirmary in the Health Center area and the other health service facilities elsewhere. This separation needs careful consideration before Phase 2 of the study is undertaken.



alternate locations:

	from	to
Administration	✳	✳
Health Service	○	●
Student Services	△	▲

CENTRAL ADMINISTRATION



1 Remain at present location

OR

2 Move West of railroad

- to provide room for future growth
- release present space for academic use.

SERVICE CENTER

ANALYSIS OF ALTERNATIVE SOLUTIONS

SERVICE CENTER

The service department, stores and receiving, laundry and garage, central laboratory supply, print shop and mailing room, bookstore, post office, telephone exchange, and power plant now occupy valuable space in a crowded academic section of the campus. If they remain here they can grow only into areas needed for academic buildings. It would seem more appropriate to move most of these nonacademic facilities over a period of years to a new service center.

The telephone exchange is about to be moved to a new service building now under construction. Because of the small amount of space required and the expense of relocating it again, no change is now proposed. The power plant should remain because of the great expense of relocating it, but expansion outside the present walls should be avoided. The bookstore, and necessary branches, and the post office will be located in Phase 2 of the study, since they need to be closely related to the major concentration or concentrations of students resulting from the scheme finally selected.

The remaining service operations could most appropriately be moved to a new location west of the railroad, as shown in the accompanying sketch. This location is out of the way of any expansion of academic space now foreseen, avoids any encroachment on agricultural teaching and research plots across the railroad from academic buildings of the College of Agriculture, and can have easy access by rail, urban streets or campus roads without penetration of the academic area by delivery vehicles. If a new central power plant for the buildings west of the river should be desired, this service center location would be appropriate with respect to proximity to the buildings to be served by it. It would also be ideally located for delivery of coal by rail.

CLASSIFICATION AND DESCRIPTION OF SCHEMES

As a result of our analyses to date, we have considered and rejected many comprehensive schemes. Seven of these are included here as having sufficient merit to justify consideration. These are of different levels of importance and completeness, as follows:

1. Schemes A, B, C, and D are early plans which have been supplanted by Schemes E and F. They are included here primarily as a record of how E and F evolved, and also because they may contain certain elements that should be recaptured in whatever scheme is selected for detailed development in Phase 2 of the study.

2. Schemes E and F are the major schemes now offered for serious consideration. Scheme E is a compact or centralized plan; F is a decentralized plan.

3. Scheme G is included in sketch form without knowing at this time whether it is feasible. It is designed to remove the Olentangy River Road as a barrier to intra-campus travel, and would foster a greater degree of unification of the two sides of the river than would otherwise be possible. As soon as current traffic studies by The Ohio Department of Highways are completed, Scheme G should either be abandoned or be brought to the same level of development as Schemes E and F.

SCHEME A

GENERAL CHARACTERISTICS (Refer to sketch)

1. "Urban" university concept - all colleges except Agriculture and Veterinary Medicine would be located east of the river. Vertical expansion with high rise buildings.

2. Physical Education playfields would remain intact.

3. Redefinition of the Oval to accomplish additional growth with minimum land acquisition to enrich this symbol for the campus. In order to achieve this, it would be necessary to go to high rise buildings in the Oval.

4. The major Continuing Education Center would be located north of Lane and west of the Olentangy River.

5. New dormitories would be located west of the river on a strip of land recaptured by moving Olentangy River Road to the west for an interchange.

6. Research Center would expand in its present location on Kinnear Road.

ADVANTAGES

1. Minimizes student traffic across the river.

2. Preserves existing academic, social and physical space patterns and relationships, including those east of High Street.

3. Promotes a sense of unity.

4. Accomplishes growth with minimum land acquisition.

5. Redefined Oval creates a strong academic focal point for the campus.

SCHEME A

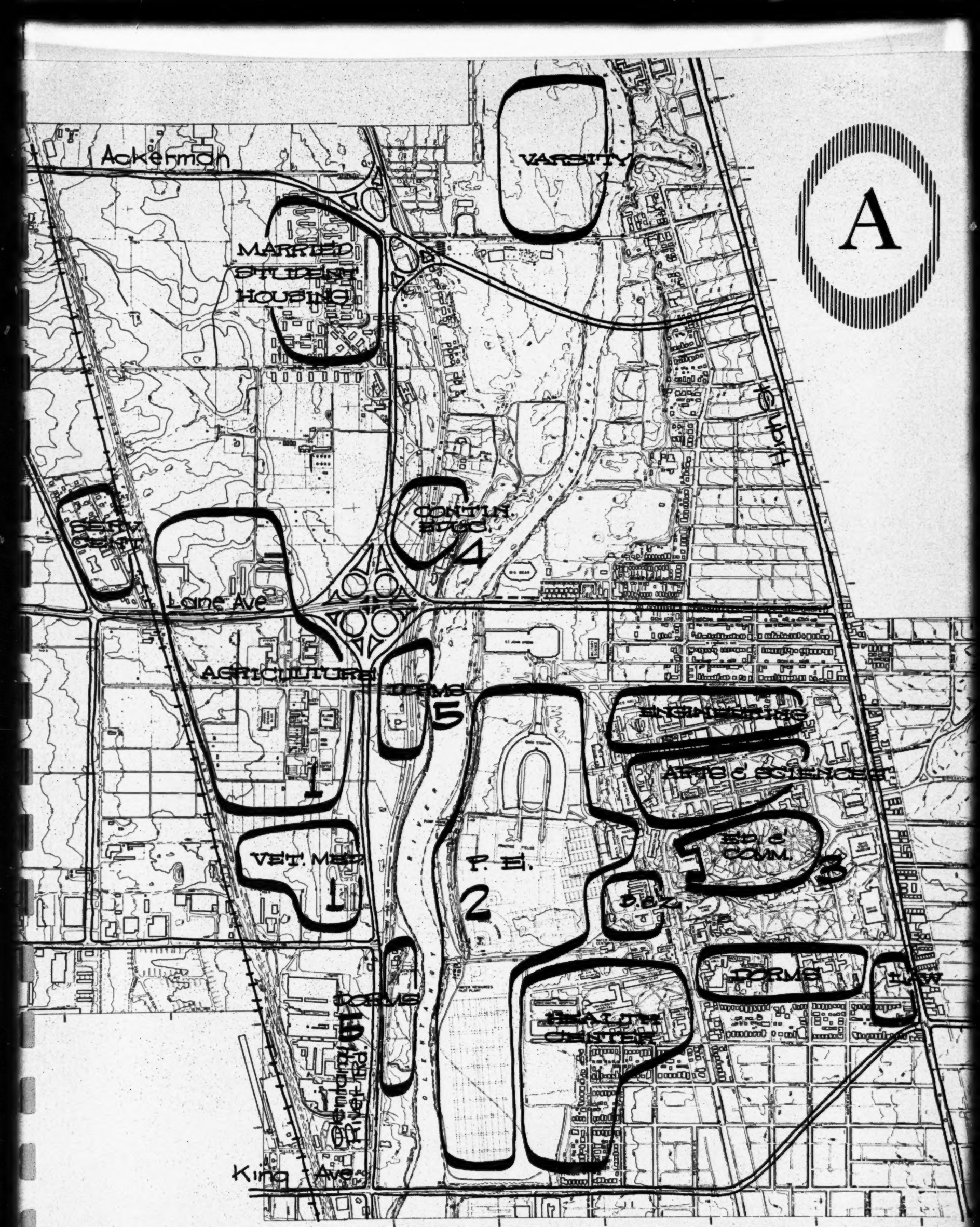
DISADVANTAGES

1. Agriculture is isolated from other undergraduate colleges.

2. High density buildings generate pedestrian traffic congestion.

3. Ten-story buildings in the Oval would be less feasible to stage, with the danger of abandonment of the plan at any point before its completion. Abandonment might be forced by legislative action to create new campuses or restrict enrollments.

4. New dormitories are not in direct relationship with academic areas and would rely on many pedestrian and vehicular bridges crossing the river.


A
Ackerman
VARSITY
MARRIED STUDENT HOUSING
CENTRAL CAMPUS
CONTIN. BLDG.
4
Lane Ave
AGRICULTURE
DORMS
5
1
VET. MED
1
P. E.
2
ENGINEERING
ARTS & SCIENCES
Ed & COMM.
3
B.B.Z.
DORMS
LAW
HEALTH CENTER
DORMS
5
Parking Lot
King Ave

SCHEME B

GENERAL CHARACTERISTICS (Refer to sketch)

1. All colleges except Agriculture and Veterinary Medicine would be located east of the river. Expansion of building area would be toward the river on present Physical Education land. Urban character.

2. Creation of an axial mall for new academic buildings, from the Main Library to a lagoon on the river.

3. Most Physical Education playfields would move north of Lane Avenue with new gymnasium and locker facilities there.

4. Education would be located in a new complex of buildings along Neil Avenue between Lane Avenue and North Oval Drive.

5. The major Continuing Education Center would be located on the new lagoon.

6. New dormitories would be located west of the river between the relocated Olentangy River Road and the river.

7. Research Center would expand in its present location on Kinnear Road.

ADVANTAGES

1. Minimum student traffic across the river.

2. Preserves existing academic, social and physical space patterns and relationships, including those east of High Street.

3. Promotes a sense of unity. New Commerce College development toward the river and the lagoon development create a visual tie to the west campus.

4. Land acquisition chiefly in undeveloped flood plain.

SCHEME B

5. Permits gradual evolution of new plan without creating undesirable conditions during long periods of transition.

6. Exploitation of aesthetic potential of the river.

DISADVANTAGES

1. Agriculture is isolated from other undergraduate colleges.

2. Dormitories are not in direct relationship with academic areas.

3. Most Physical Education lands removed from academic core.

B

VARSITY

MARRIED STUDENT HOUSING

SERV CENT.

DORMS 6

P.E. 3

AGRICULTURE 1

DORMS 5

P.E.

ED. 4

ENGINEERING

ARTS & SCIENCES

VET. MED. 1

1+2 COMM

B.C.Z.

COMT ED. 5

DORMS

LAW

HEALTH CENTER

SCHEME C

GENERAL CHARACTERISTICS (Refer to sketch)

1. Northward expansion of academic buildings across Lane Avenue. (Education, Commerce, and Home Economics.)
2. Establishment of a second research center east of the river.
3. Decentralized Physical Education facilities and lands.
4. East campus ringed with married student housing.
5. New dormitories along the east side of the river.
6. Multiple use of playfields for physical education, intramurals, and recreation.
7. Major Continuing Education Center located west of river.
8. A decentralized plan.

ADVANTAGES

1. Adapts well to gradual development. Easily accomplished transition northward.
2. Acquisition of land in places that would best serve the aesthetic and future expansion needs.
3. A second research center on the east campus readily accessible to faculty and students.
4. By outward expansion, the scheme avoids undue pedestrian traffic congestion.
5. Decentralization permits student identification with smaller campus groups.

SCHEME C

DISADVANTAGES

1. Decentralization extends pedestrian and vehicular travel distances unless service courses are provided at each decentralized group of colleges.

2. Land acquisition cost and development.

3. Agriculture is isolated from other undergraduate colleges.

4. Some Physical Education lands removed from academic core.

C

Ackerman

VARSITY

MARRIED STUDENT HOUSING 4

P.E. 3+6

DORMS 5

1 EDUCATION COMMERCE HOME ECO.

MAIN

DENTISTRY

Lane Ave

AGRICULTURE

4 MARRIED STUDENT HOUSING

2 RESEARCH

ENGINEERING

ARTS & SCIENCES

VET. MED.

DORMS 5

P.E. 3+6

DORMS

LAW

HEALTH CENTER

4 MARRIED STUDENT HOUSING

King Ave

Glenlarry River Rd.

SCHEME D

GENERAL CHARACTERISTICS (Refer to sketch)

1. Education, Commerce, Home Economics, and the University School would move west of the river and Olentangy River Road to form the "west campus" with Agriculture and Veterinary Medicine.
2. Decentralizes Physical Education lands and facilities.
3. Develops the major Continuing Education Center between the Ohio Union and the present dormitories so that it may borrow services of both.
4. Establish a second research center east of the river.
5. New dormitories would be located on the west side of the Olentangy River.
6. Administration and student services centrally located between east and west campus.

ADVANTAGES

1. Provides Agriculture with academic companionship of other undergraduate colleges.
2. Decentralization permits the identification of a student with a smaller unit and avoids pedestrian traffic congestion.
3. Does not rely on acquisition of land north of present campus.
4. Exploitation of aesthetic potential of river.
5. A second research center on the east campus readily accessible to faculty and students.

SCHEME D

DISADVANTAGES

1. Reduces agricultural lands.
2. Difficult to achieve by gradual stages.
3. North-south visual and physical tie is difficult to achieve between Education-Commerce-Home Economics group, and Agriculture because of interchange and urban roads.
4. East-west unity is destroyed by urban traffic facilities.
5. Dormitories along river are separated from (1) intramural lands, (2) religious and social centers east of the river, and (3) academic areas east and west of the river.
6. Maximizes pedestrian and vehicular travel distances unless service courses are decentralized.

D

VARSITY

Ackerman

MARRIED STUDENT HOUSING

EDUCATION COMMERCE, HOME ECO. 1

P.E. 2

DORMS 5

High

SERV. CENT.

Lomb Ave

RESEARCH 4 CENTER

AGRICULTURE

DORMS 5

ADMIN 6

ENGINEERING

ARTS & ED.

VET. MED 1

P.E. 2

P.E. 3

DORMS 5

DORMS 5

HEALTH CENTER

King Ave

Olentangy River Rd.

SCHEME E (Refer to large fold-out map)

GENERAL CHARACTERISTICS (Refer to sketch)

1. "Urban" university concept - all colleges except Agriculture and Veterinary Medicine east of the river. Expansion is both vertical and lateral.

2. Commerce and Education expand into Physical Education land. Provides a mall to a river sub-union.

3. Redefinition of Oval with 3-story buildings on stilts to house Arts and Sciences.

4. A second research center east of the river.

5. Peripheral ring of dormitories around east campus.

6. New Physical Education fields north of Lane on both sides of the river.

7. The major Continuing Education Center along west bank of river.

ADVANTAGES

1. Does not infringe upon agricultural teaching and research lands.

2. Preserves existing academic, social and physical space patterns and relationships east of the river.

3. Promotes a sense of unity on the east campus.

4. Redefined Oval creates a strong academic focal point for the campus.

5. Three-story buildings in the Oval are feasible to stage over its period of development without undesirable conditions caused by abandonment of the plan at any point before

its completion. Abandonment might be forced by legislative action to create new campuses or restrict enrollments.

6. Dormitories are directly related to intramural and recreation fields, and to academic areas.

7. A second research center on the east campus readily accessible to faculty and students.

8. Exploitation of aesthetic potential of river.

DISADVANTAGES

1. Must provide additional Physical Education playfields and facilities away from academic core, including some west of the river.

2. Agriculture is isolated from other undergraduate colleges.

3. Land acquisition costs.

E

VARSITY

Ackerman

MARRIED STUDENT HOUSING

P.E.

P.E.

SERV CENT

Lane Ave.

AGRICULATURE

CONTIN EDUC.

RESEARCH

ENGINEERING

ARTS & SCI.

VET MED

DORMS

COMMERCE

B&E

ARTS & SCI.

DORMS

LAW

HEALTH CENTER

MARRIED STUDENT HOUSING

King Ave.

Olentangy River Road

SCHEME F (Refer to large fold-out map)

GENERAL CHARACTERISTICS (Refer to sketch)

1. Moves Commerce, Education, Home Economics, and University School north of Lane between Olentangy River and Olentangy River Road.
2. Major Continuing Education Center north of Lane and east of the river.
3. New dormitory developments north and south of Lane and along east bank of river.
4. Physical Education lands remain intact.
5. Research Center expands in present location on Kinnear Road.
6. Agricultural lands remain intact except for encroachment by Research Center.

ADVANTAGES

1. Maximum exploitation of aesthetic potential of river.
2. Dormitories are directly related to intramural and recreation fields and to academic areas.
3. Decentralization permits the identification of students with smaller campus groups.
4. Avoids undue pedestrian traffic congestion.
5. Acquisition of land to protect best interest of University and serve the aesthetic and future expansion needs.

DISADVANTAGES

1. Decentralization extends pedestrian and vehicular travel distances unless service courses are provided at each decentralized group of colleges.

SCHEME F

2. Land acquisition costs and development.

3. Difficult to achieve by gradual stages.

4. Disrupts social ties with areas east of High Street.

F

Ackerman

VARSITY

MARRIED STUDENT HOUSING

Lane Ave.

COMMERCE

EDUCATION

HOME ECO.

CONTIN. ED.

DORMS

AGRICULTURE

ENGINEERING

VET. MED.

DORMS

ARTS & SCIENCES

P.E.

DORMS

HEALTH CENTER

MARRIED STUDENT HOUSING

King Ave.

Olentangy River Road

SCHEME G

This scheme has not been developed as fully as Schemes E and F, since its feasibility will be determined in part by the outcome of traffic studies now being made by The Ohio Department of Highways. The following statements are, therefore, somewhat tentative.

GENERAL CHARACTERISTICS (Refer to sketch)

1. Move Olentangy River Road as close to railroad as design of Lane Avenue interchange will permit, and create a unified academic area not crossed by any urban traffic artery, except for isolation of Poultry Science by Lane Avenue.

2. Ring of dormitories around academic area and on both sides of river.

3. A second research center on University land adjacent to academic area. (Shown west of river on sketch, but could be on either side.)

4. Professional colleges along south edge of campus.

5. New service center west of railroad.

ADVANTAGES

1. Maximum freedom from physical and psychological barriers to a unified campus, which are inherent in present location of Olentangy River Road and future interchange. Promotes the sense of a unified campus.

2. Maximum exploitation of aesthetic potential of the river.

3. Minimizes crossing of academic area by urban traffic arteries.

SCHEME G

4. Avoids undue congestion of pedestrian campus traffic.

5. Permits gradual evolution of new plan without creating undesirable conditions during long periods of transition, assuming that relocation of Olentangy River Road is not unduly delayed.

6. Proper relationship of dormitories to academic areas, and to intramural and recreation fields.

7. Provides a second research center readily accessible to faculty and students.

8. Permits grouping of facilities by colleges and promotes student identification with smaller campus groups.

9. Only minor encroachment on essential agricultural teaching and research lands.

10. Would free the west bank of the river south of Lane Avenue for development for University use.

DISADVANTAGES

1. Extends pedestrian and vehicular travel distances unless service courses are decentralized.

2. Weakens ties to social and religious facilities east of High Street.

3. Probably disrupts present Physical Education and Varsity Athletic fields, but further development of scheme can probably provide adequate replacements suitably located.

SCHEME G

4. Additional cost of more extensive relocation of Olentangy River Road. This might be offset by avoiding expense of some campus bridges over Olentangy River Road.

5. Orderly achievement of plan dependent upon agreement and action by non-University agencies to relocate Olentangy River Road.

6. Olentangy River Road as relocated would be a barrier between academic buildings of the College of Agriculture and the teaching and research fields west of the railroad.

7. Some dormitories isolated by Lane Avenue.

G

Ackerman

Lane Ave

King Ave

Olentangy River

High St

RESEARCH CENTER

3

SERVICE CENTER

5

DORMS

2

UNDERGRADUATE COLLEGES

1

PROFESSIONAL COLLEGE

4

DORM

2

DORM

2

DORMS

2

PROFESSIONAL COLLEGE

4

PROFESSIONAL COLLEGE

4

III

RECOMMENDATIONS

Outline of Section III

Future Architecture.....115

Evaluation of Schemes.....118

What is a Good Campus Plan?.....119

Specific Criteria.....122

Policy Decisions.....126

FUTURE ARCHITECTURE

A pilot flying over a plowed field at 20,000 feet sees it quite differently from the farmer who is plowing it. The difference is both visual and psychological. This seeing-feeling look taken from many points of observation is necessary in planning great universities like ours. When we look at the small scale layout of streets and buildings, it is one thing; but when we are in the street seeing and feeling the space around us, it is something else.

The bird's-eye approach of looking down on building boxes, ribbon streets, and thin line walks is necessary. For one thing the simple plan diagrams can be easily interpreted or for that matter, misinterpreted by the untrained eye, but to the planner these two-dimensional layouts take on a three-dimensional aspect. And here is the key to a successful campus plan. It is the sensitive consideration of space - not just buildings, walks, streets, and parking lots.

When one walks through, sees and feels a beautiful campus, he is aware not so much of the buildings as he is of the walls in the outside rooms, which he finds as he wanders from area to area. Isn't a quadrangle a big outside room? Here space is confined like a room. Only the ceiling is missing. But even here there is a visual definition of a ceiling. The effect of ribbon walks superimposed on the grass lawns makes the walking plane an enormous patterned carpet that helps to give unity to this great outside room.

The criticism of The Ohio State University campus ranges from "dull monotony" to "disturbing variation of building styles and materials." This raises the question: Can a University Hall of the Civil War vintage, or a Hayes Hall with a strong Romanesque flavor, or an Orton Hall with its French Romanesque dressing be an integral and

FUTURE ARCHITECTURE

unified part of a beautiful campus which contains modern buildings?

The answer is "yes" -- provided the concept of space planning is used. A living room of a modern house might well have stone on one wall and plaster on another, yet be in complete harmony with each other as an integral part of a unified space.

Similarly, the walls of an outside room or quadrangle can be of different materials. Order, beauty, and unity of space can be achieved through harmony of both materials and form. Unity is not necessarily uniformity. And beauty does not exclude variety. There is no reason why old-timers like University Hall, Hayes Hall, or Orton Hall cannot "dwell together in unity" with their modern-day counterparts. But this can be achieved only through the consideration that space is the unifying element, not buildings, particularly where space is treated as an outside room with building facades as walls of different materials.

This approach is the best way, but not necessarily the safest way. In the hands of sensitive architects space planning, involving a variety of forms and materials, can be most effective. But unfortunately architects, like all professional people, have varying degrees of talents and experience. A mediocre architect with no concept of space planning nor the ability to handle outside rooms might very well destroy a beautiful and unified campus plan by the construction of one small building complex.

Your planners, therefore, urge the administration to choose only the most competent space-conscious, architectural designers to execute future building commissions. They can make or break a good campus plan. Impress on them that scholars are sensitive to their environment and that their architectural designs can stimulate or depress. Point out

FUTURE ARCHITECTURE

the problem of the large university where in its attempt at mass education the individual student is often lost in the process. Emphasize to these architects that quite often the stress on mental and physical development is caused by the neglect of social, spiritual, emotional, and aesthetic development of the individual. Say to them that they are not only responsible for the space contained in the building shells, but they are also responsible for what they do to the space surrounding their buildings.

Point out, too, that the preservation of beautiful vistas and enrichment of natural landscape is their responsibility.

The success of this or any other campus plan will largely depend on the competence of the architects who are selected to design the individual buildings.

Pick the best ones; they cost no more. Make sure they have the sensitivity of space planning. The good architect will know that space is experienced as well as seen.

The combination of a good campus plan and good architects for individual buildings is of the essence. One without the other won't do if our goal is to make The Ohio State University campus one of the most functional and beautiful campuses in the United States.

EVALUATION OF SCHEMES

This report of Phase 1 of the campus planning study is designed primarily to provoke discussion of several alternative schemes. Such discussion would be a waste of time if it did not help the University to develop the best possible campus plan.

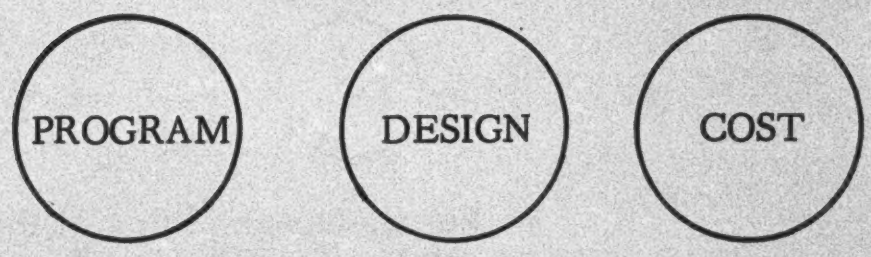
The most important single recommendation that can be made now is that the schemes suggested in this report, and any later planning proposals, be evaluated in terms of what constitutes a good campus plan.

EVALUATION OF SCHEMES

WHAT IS A GOOD CAMPUS PLAN?

Obviously a good campus plan should facilitate the educational program both present and future. And most certainly it should help fulfill the needs of the students. And surely the plan should allow for orderly and efficient growth if enrollment increases. And the taxpayers, or the economy-minded private supporters as the case may be, would unquestionably say that in order for a campus plan to be good it would have to be economical.

A good campus plan is a synthesis of these and many more. But if all the considerations were listed, they would fall in one or more of these three classifications:



Under program would fall such considerations as the philosophy of the University, the individual needs of the students, educational concepts, administrative structure, teaching methods, scheduling, counseling, research, services, operation and maintenance, equipment, and other considerations that have plant implications. You might say that the programming process is simply finding out what job is to be done.

Under design would be listed the items relating to the interpretations of the program within certain limits of available land and money. This would cover considerations as functional grouping of buildings, circulation patterns of pedestrians and vehicles, land possibilities and limitations, relationship of campus to region and climate, natural as well as man-made assets and liabilities, and concepts of space, form,

color, and texture. If the programming process is finding out what job is to be done, then the design process is finding ways to do it.

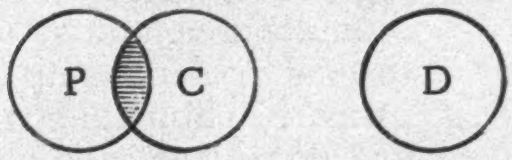
And under cost would fall the items relating to cost control, and certainly would include the considerations of money as related to both program and design, the economic feasibility of abandoning or renovating old structures, the cost of major street changes, and the price of additional land. Cost here is more than a price tag because it concerns value received.

So when we talk about a good campus plan, we talk of:

But we have to think of these 3 salient considerations simultaneously or we get into trouble. For example, if we limit our thinking to only program and design we might have a most thoroughly programmed project and a beautifully conceived design, but if it costs too much to build, it is certainly not a good campus plan. This can be illustrated in the formula:

P + D = Poor Campus Plan

Similarly, if we consider only program and cost, we get into trouble. This also can be illustrated in the formula:

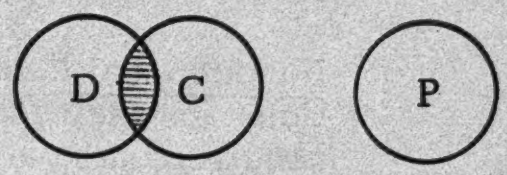


P + C = Poor Campus Plan

EVALUATION OF SCHEMES

If we take this limited approach, we might end up with a very practical and low cost plan, but it might very well be an academic junk yard without the human values to make it a great University campus, in which case, it would be very costly.

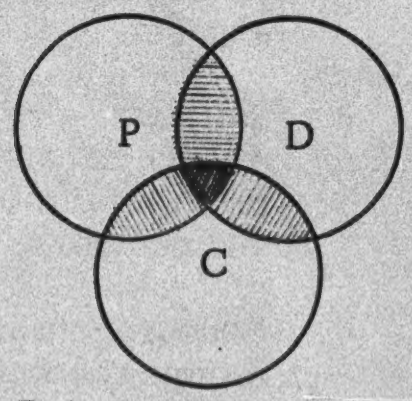
And finally, let's envision what would happen if we consider only design and cost as illustrated by the formula:



D + C = Poor Campus Plan

The results would be a beautifully devised, low cost plan which wouldn't do the job it was intended to do, that is, to facilitate the educational program.

Therefore our approach must be trilateral as follows:



P + D + C = Good Campus Plan

Only through a simultaneous consideration of PROGRAM, DESIGN, and COST can we hope for a really good campus plan. Here within the confines of the three overlapping circles lies the successful plan.

EVALUATION OF SCHEMES

SPECIFIC CRITERIA

We have restated our concept of a good campus plan as criteria which we have used in checking our thinking about various plan proposals. We realize that the reader of this report does not have the detailed information with which to apply all of these criteria to the various schemes, but some of them might be used by him in evaluating the schemes in this report, and the remaining ones might help him to formulate other suitable standards of his own. Our list is as follows:

Function and Response. With respect to function, and the response of the plan to functional requirements, a good campus plan should:

1. Provide adequate space for the proper housing of each aspect of the total program of the University, with sufficient flexibility to accommodate future changes in the program.

2. Propose the erection of such new buildings and the demolition or remodeling of such existing buildings as may be necessary to provide the types of building space required to facilitate the desired program in all its aspects.

3. Satisfy to a reasonable degree the needs of each department or other agency for proximity to other facilities, both indoors and outdoors.

4. Encourage wholesome and convenient conditions for students in all aspects of their living at the University. This criterion finds expression in proximity of dormitories to academic areas, recreation facilities, commercial establishments, etc.; in aesthetics (see below); and in coeducational dining and recreation or other suitable coeducational activities.

This criterion also implies support of any device that would strengthen or uphold the character of the surrounding neighborhood and of the various non-University social and religious agencies contributing to the welfare of students.

Any plan provision that would help to take the sting out of bigness would also be pertinent to this criterion.

5. Promotes a sense of oneness that fosters interdisciplinary activities of academic significance and also the psychological satisfaction that faculty and students can derive from understanding the scope and significance of the role of all parts of the University.

Aesthetics. With respect to aesthetics, a good campus plan should:

1. Take maximum advantage of the river and Mirror Lake, the topography, the trees, the Oval, and other existing physical features in developing a beautiful campus.

2. Provide well distributed and pleasingly proportioned outdoor spaces (outdoor rooms), with variation both in size and texture and also in the extent to which they are formal or informal in character.

3. Preserve or develop pleasing vistas and pleasant pedestrian routes from one part of the campus to another.

4. Enhance the effectiveness of the existing architecture which is good and mask that which is poor or mediocre in quality.

EVALUATION OF SCHEMES

5. Eliminate or submerge the ugliness and noise so often associated with movement and storage of large numbers of automobiles.

Movement. With respect to movement, a good campus plan should:

1. Minimize vehicular traffic in the central areas of the campus by diversion of non-University traffic to urban streets, reduction in number of campus streets, proper placement of campus streets and parking facilities, and maximum use of public transportation on adjoining urban streets.

2. Place and screen, where necessary, parking facilities to provide separation from pedestrian traffic and to serve the convenience of motorists using the facilities, as well as to enhance the beauty of the campus.

3. Separate vehicular and pedestrian traffic in the interest of both ease and safety of movement of motorists and pedestrians.

4. Avoid undue pedestrian traffic congestion without creating conditions which require undue walking time or transportation from one part of the campus to another.

5. Be consistent with the development of suitable plans for the handling of urban traffic and with other aspects of the plans of public planning agencies.

Expansibility. With respect to expansibility, a good campus plan should:

1. Provide reasonably adequate space for future expansion of each department or

other agency of the University, with suitable designation in the plan of the location of this space.

2. Permit delay in the movement of any agency to its new location until it requires additional space or until it must move to permit the planned expansion of another agency.

3. Create a minimum of distress, real or imagined, to the agencies to be moved or which are otherwise affected by any element of the plan.

4. Strengthen or sustain the quality of commercial and residential areas adjacent to the campus, especially those areas frequented by students.

5. Require a minimum of cost for acquisition and development of additional land, consistent with other goals to be sought, and provide for acquisition in places that will best protect the University from adverse developments on its borders and that will best serve the aesthetic and travel requirements (pedestrian and vehicular) of the University.

6. Permit gradual evolution of the plan as required without creating functionally or aesthetically undesirable conditions during long periods of transition.

7. Permit abandonment of the plan at any stage of its development without creating undesirable conditions, if such abandonment should become advisable because of restricted enrollment growth for any reason.

POLICY DECISIONS

At many points in our study we were confronted with a question of University policy which only the University officials can answer. It is recommended, therefore, that the University, through whatever channels may be appropriate, consider the following items and formulate firm statements of policy on them as a basis for Phase 2 of the campus planning study:

1. That the University formulate a policy with respect to the desirability of the decentralization of service courses.

2. That staggered schedules and stretch-out of class breaks be considered in anticipation of further decentralization of academic facilities.

3. That future planning studies by the University be concerned with maintaining or upgrading the quality of the neighborhoods adjacent to the campus.

4. That a priority of land use be established which places educational space first, environmental space second, circulation space third, and parking space fourth.

5. That campus streets be closed to urban vehicular traffic.

6. That all vehicular traffic except emergency and service traffic be barred from the central academic areas.

7. That the goal be established of restricting parking to ramps and lots on the periphery of the academic area.

8. That the advisability of restricting the parking of automobiles on campus be considered.

APPENDIX

Outline of Appendix

Documents Prepared and Filed by Caudill, Rowlett and Scott 129

Documents Supplied by The Ohio State University 130

General Studies 130

Studies of Other Institutions 130

OSU Historical Documents 131

OSU Special Studies 131

Miscellaneous 132

Appendix

DOCUMENTS PREPARED AND FILED BY CAUDILL, ROWLETT AND SCOTT

Typed report of inspection of The Ohio State University buildings by Caudill, Rowlett and Scott during May, 1959.

Typed report of survey conducted in 1958 of planning activities at other colleges and universities.

Typed summaries of planning conferences at The Ohio State University during the week of December 8, 1958.

Appendix

DOCUMENTS SUPPLIED BY THE OHIO STATE UNIVERSITY

GENERAL STUDIES

Ohio's Future in Education Beyond the High School. (Columbus): The Ohio Commission on Education Beyond the High School, December, 1958.

Russell, John Dale, Meeting Ohio's Needs In Higher Education. Ohio College Association, 1955.

Thompson, Ronald B., The Impending Tidal Wave of Students. The American Association of Collegiate Registrars and Admissions Officers, 1955. Fifth Printing.

Thompson, Ronald B., The Problem of Rising College Enrollments. Yonkers, N. Y.: The College Blue Book, 1957.

STUDIES OF OTHER INSTITUTIONS

Long Range Development Plan for the Berkeley Campus. (Berkeley, California): University of California, August, 1956.

Middlebrook, William T., How To Estimate the Building Needs of a College or University -- A Demonstration of Methods Developed at The University of Minnesota. Minneapolis: The University of Minnesota Press, 1958.

The Sketch Plan for the University of Wisconsin -- Madison. Madison: University of Wisconsin, Department of University Planning and Construction, March, 1959.

University Circle -- Technical Report on a General Plan for the Future Development of the Area. (Cambridge, Massachusetts): Adams, Howard and Greeley, August, 1957.

Appendix

DOCUMENTS SUPPLIED BY THE OHIO STATE UNIVERSITY

OSU HISTORICAL DOCUMENTS

Chubb, Charles St. John, "The Formal Development of the Campus." Reprint from an unidentified issue of the Quarterly, p. 4-13.

Mendenhall, Thomas C., History of The Ohio State University, Volume II. Columbus: The Ohio State University Press, 1926.

Photographs of OSU campus maps and campus plan maps from 1878 through the Hale Walker Plan of July, 1948.

Smith, Howard Dwight, "Architectural Development of The Ohio State University." Ohio Architect, September, 1955, p. 7-12.

Suggestions for Long Range Plans for The Ohio State University. A typed report dated September 3, 1946, and prepared for consideration at the September, 1946, meeting of the Board of Trustees.

OSU SPECIAL STUDIES

Tentative Maximum Areas for Use in Preliminary Design of Campus Master Plan. (Columbus): The Office of University Plant Studies, The Ohio State University, March 27, 1959.

Traffic and Parking Plan for The Ohio State University, New Haven, Connecticut: Wilbur Smith and Associates, September, 1955.

MISCELLANEOUS

All issues of the Ohio State Morning Lantern, the Ohio State University Monthly, and the Faculty Review published during the progress of the planning study.

All news releases issued by the News and Information Service of the Office of University Relations during the progress of the planning study.

Appendix

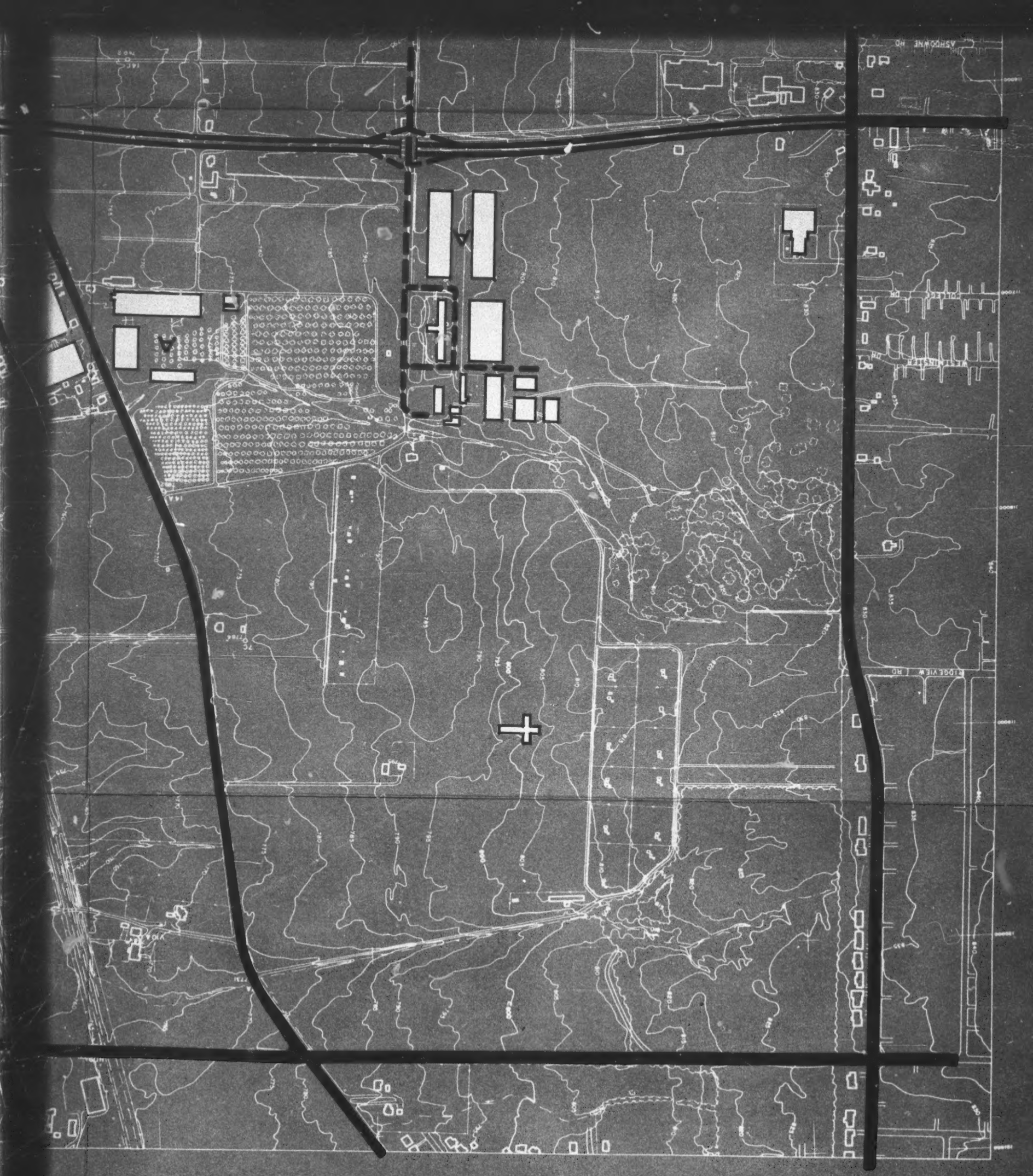
DOCUMENTS SUPPLIED BY THE OHIO STATE UNIVERSITY

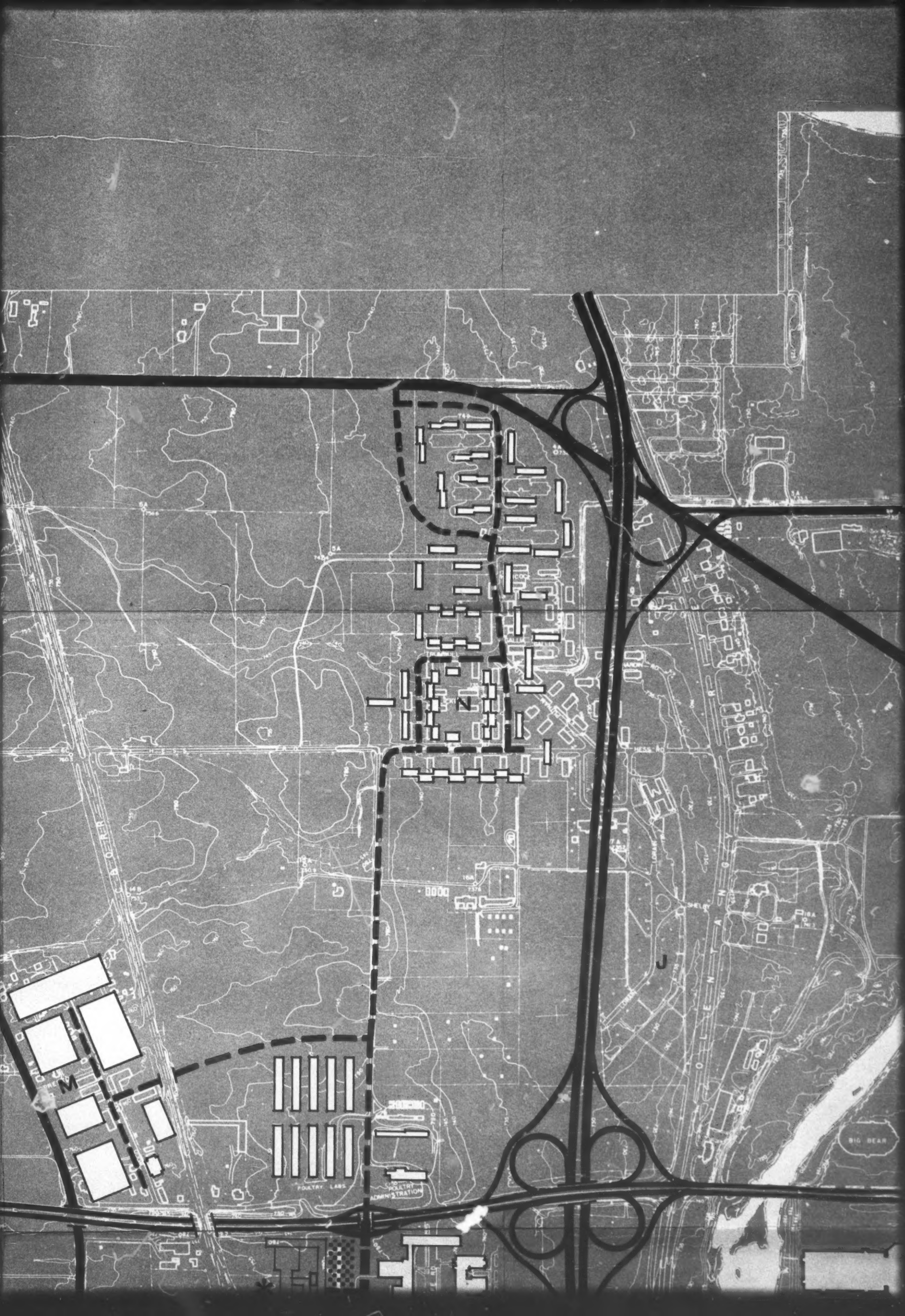
All Campus Planning Bulletins and documents relating to planning, assignment of space, and utilization of buildings issued by the Office of University Plant Studies (now the Office of Campus Planning) since its creation in October, 1956.

Completed questionnaires and statements of the space needs by departments, maps, enrollment data, tabulations of existing space, and other pertinent information from the Office of Campus Planning.

Copies of annual reports, special reports by colleges and schools to the Board of Trustees, and other special publications indicating the nature and scope of the accomplishments, needs, and problems of the various colleges and departments.

Annual Report, 1957. Columbus, Ohio: Columbus City Planning Commission, 1958.

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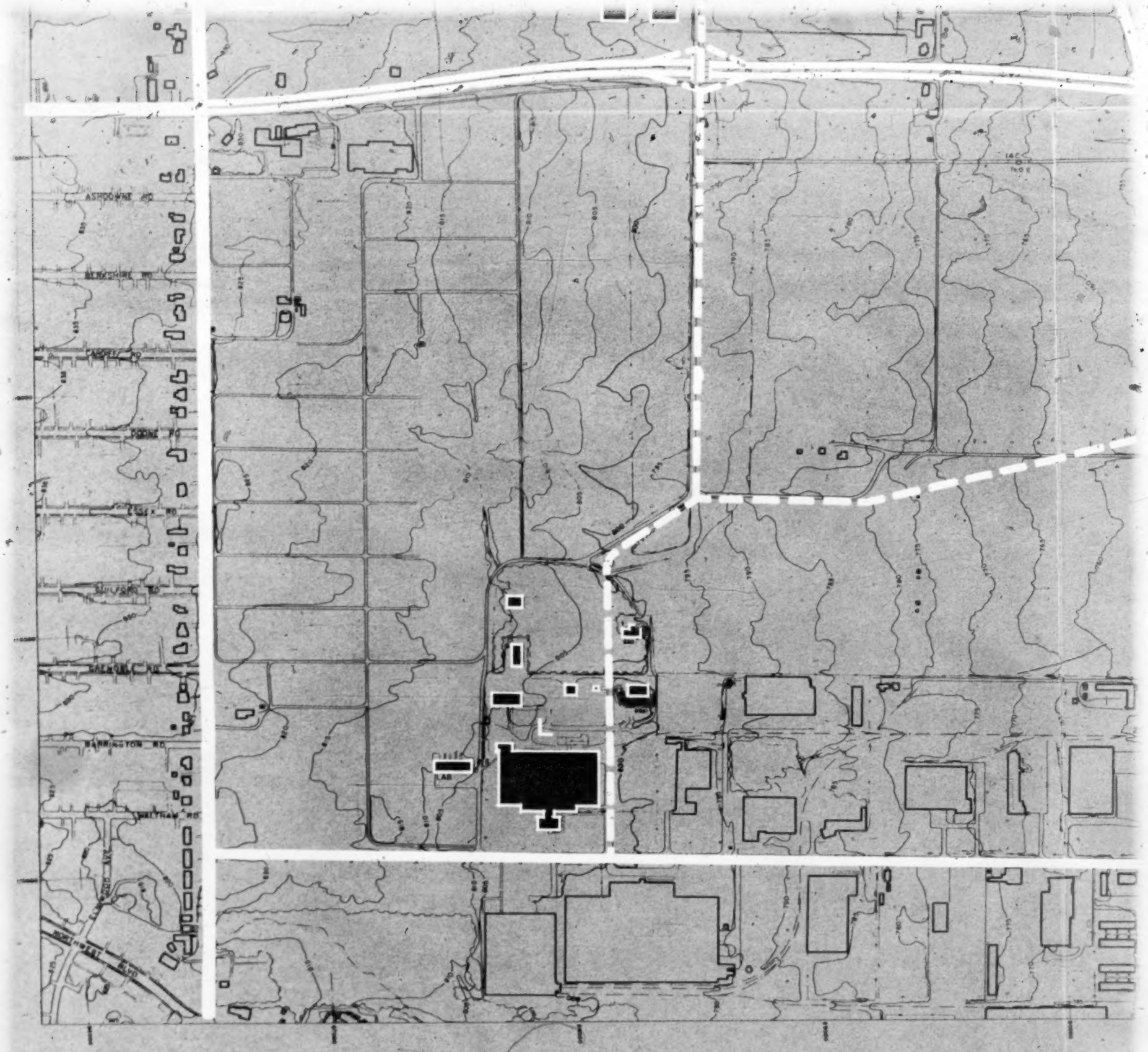

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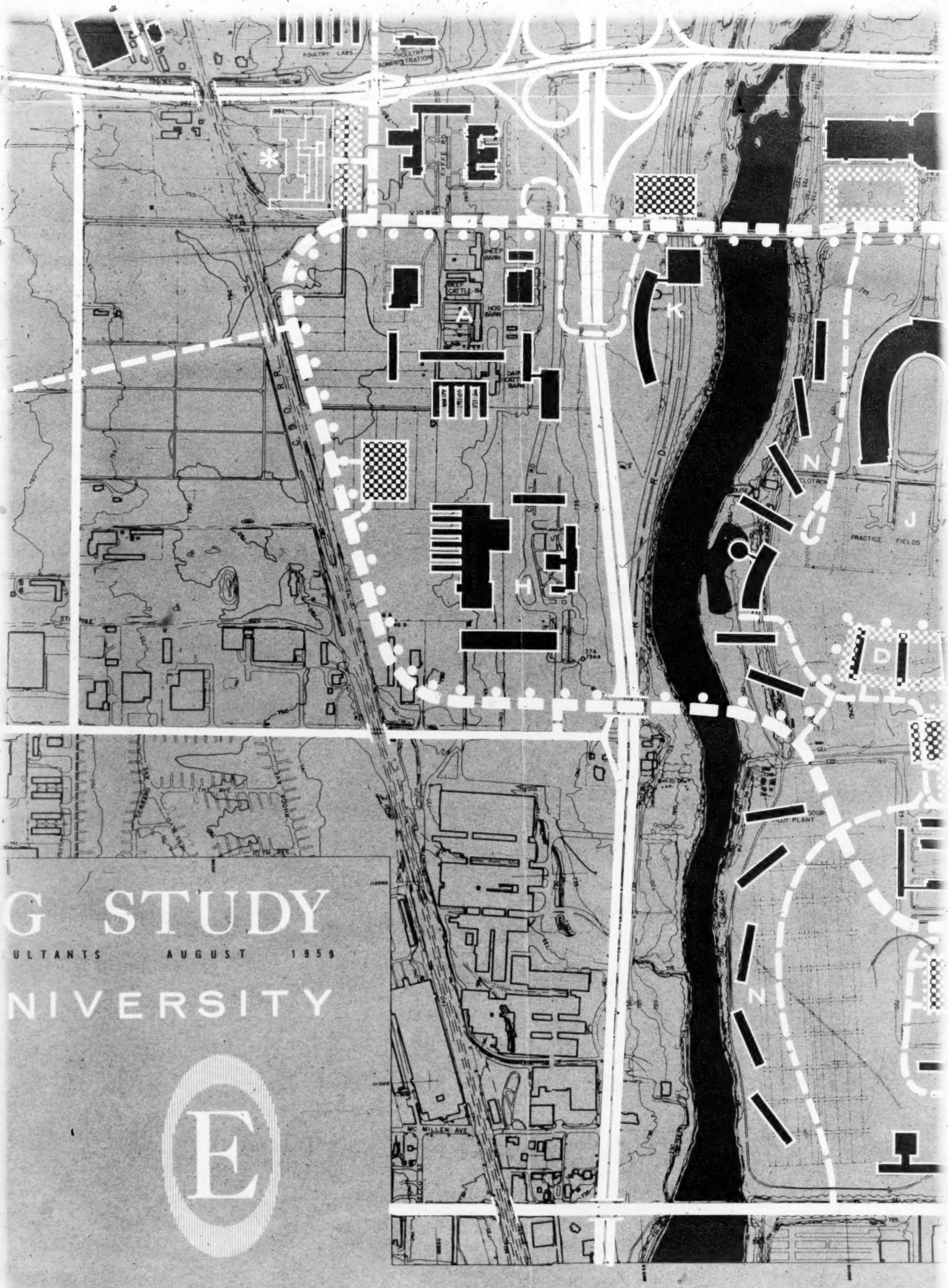

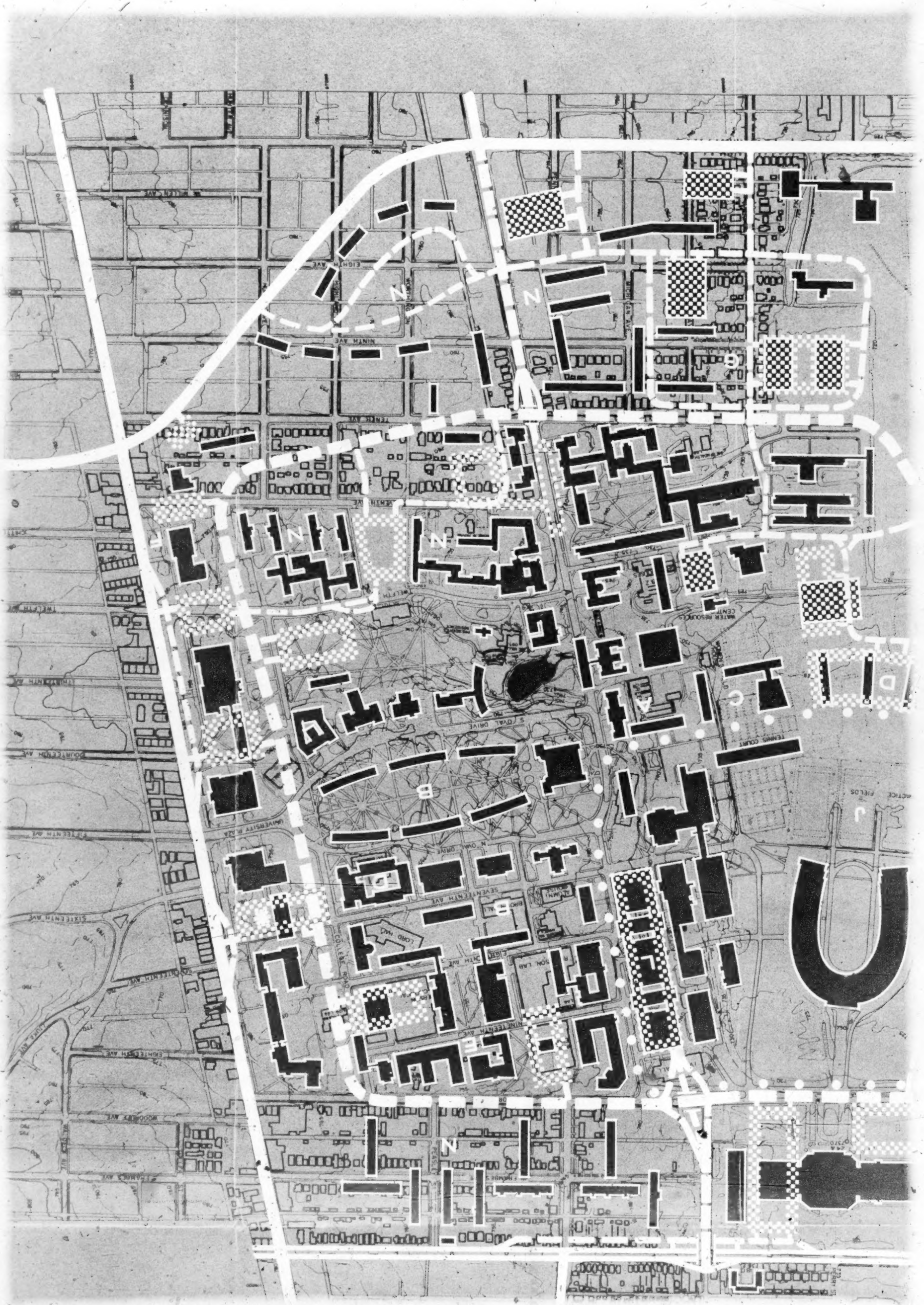

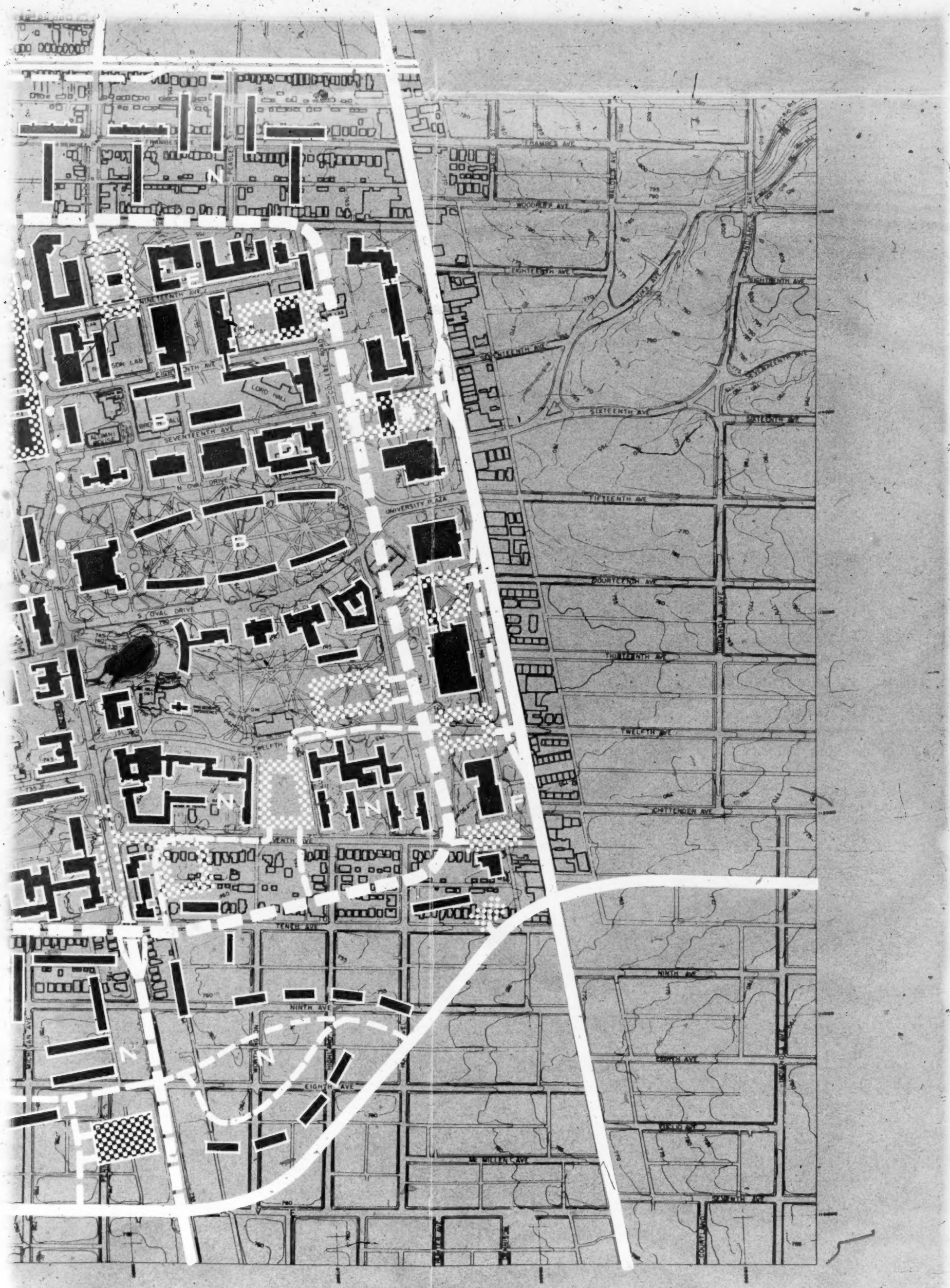
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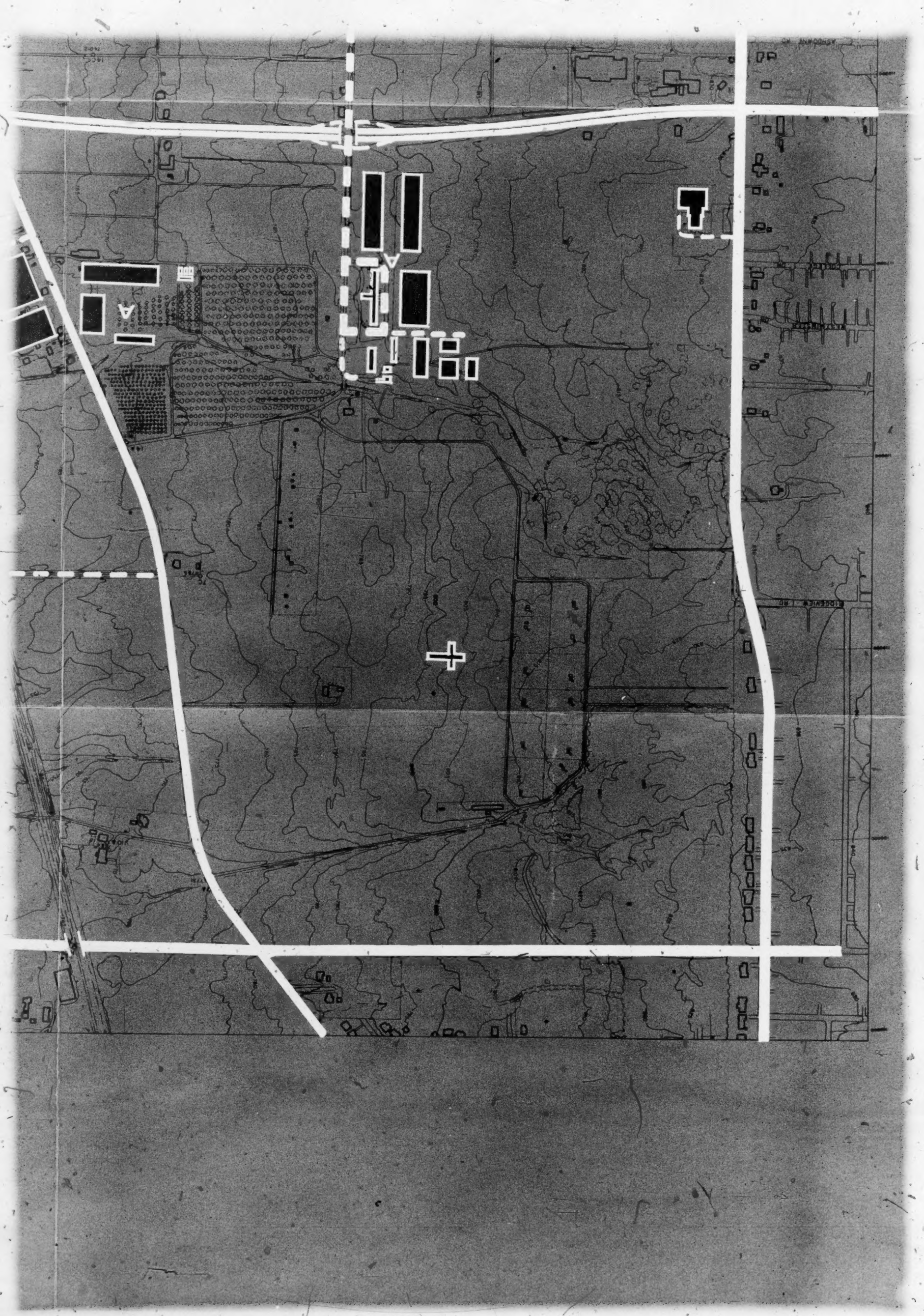

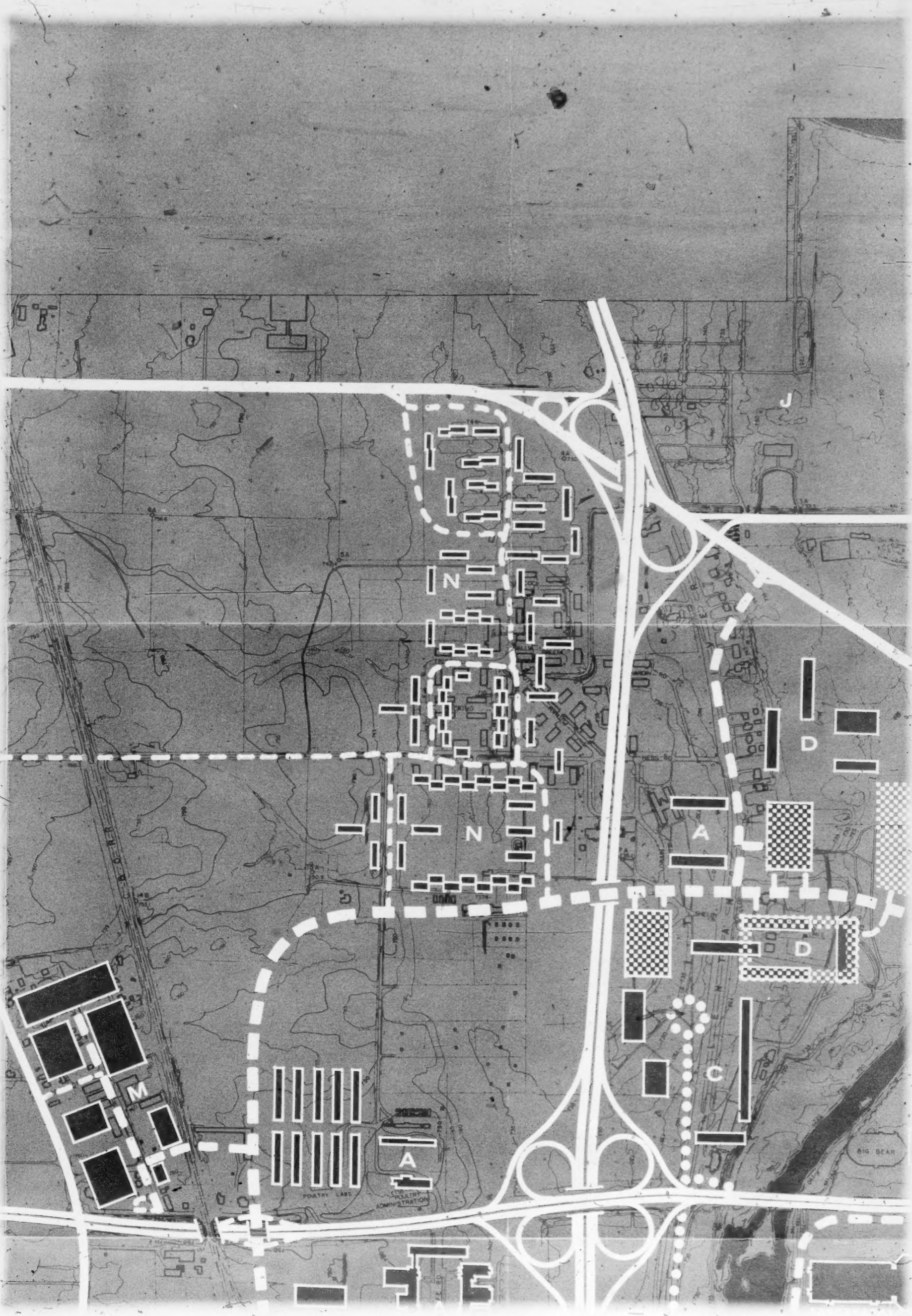
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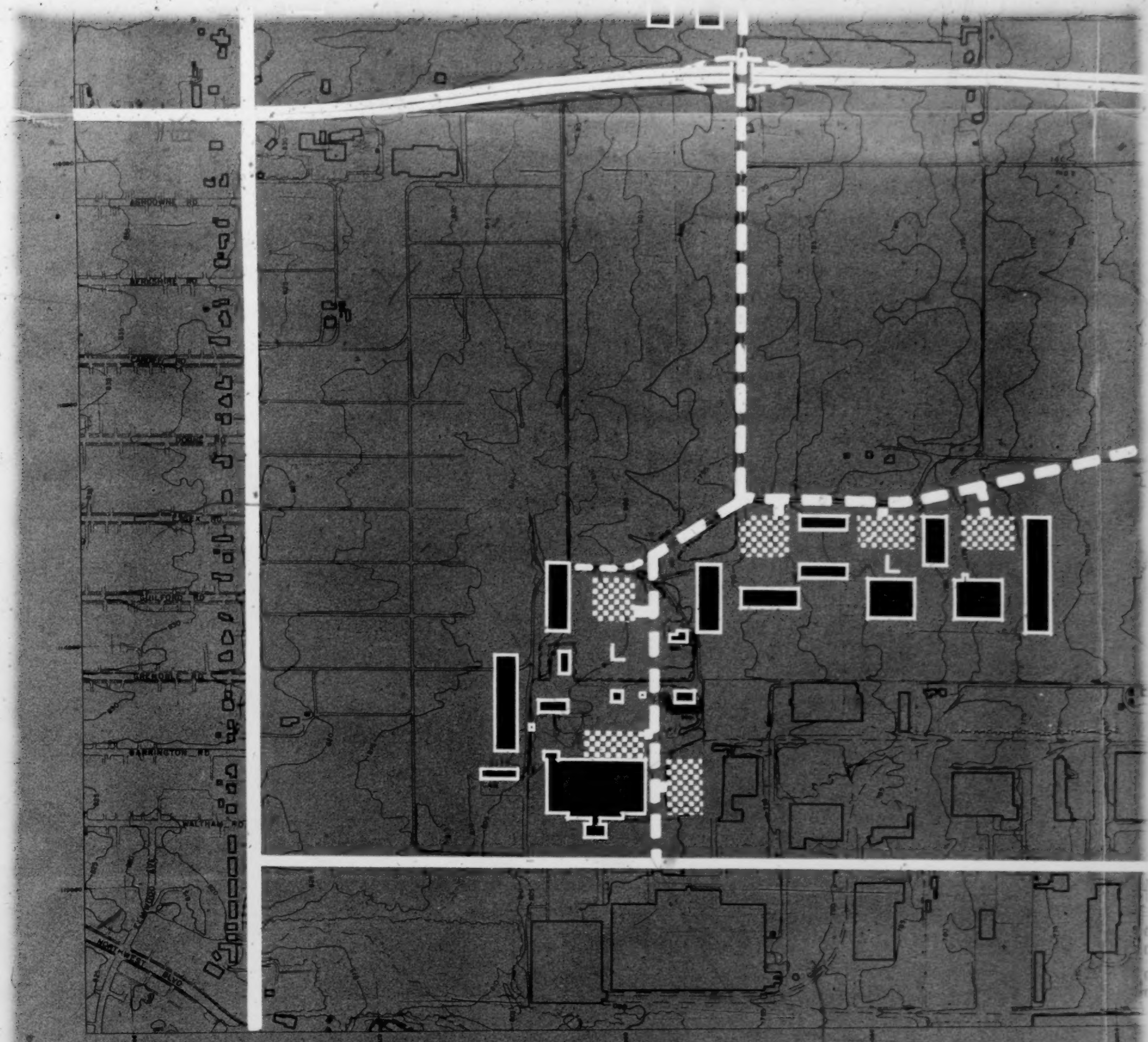

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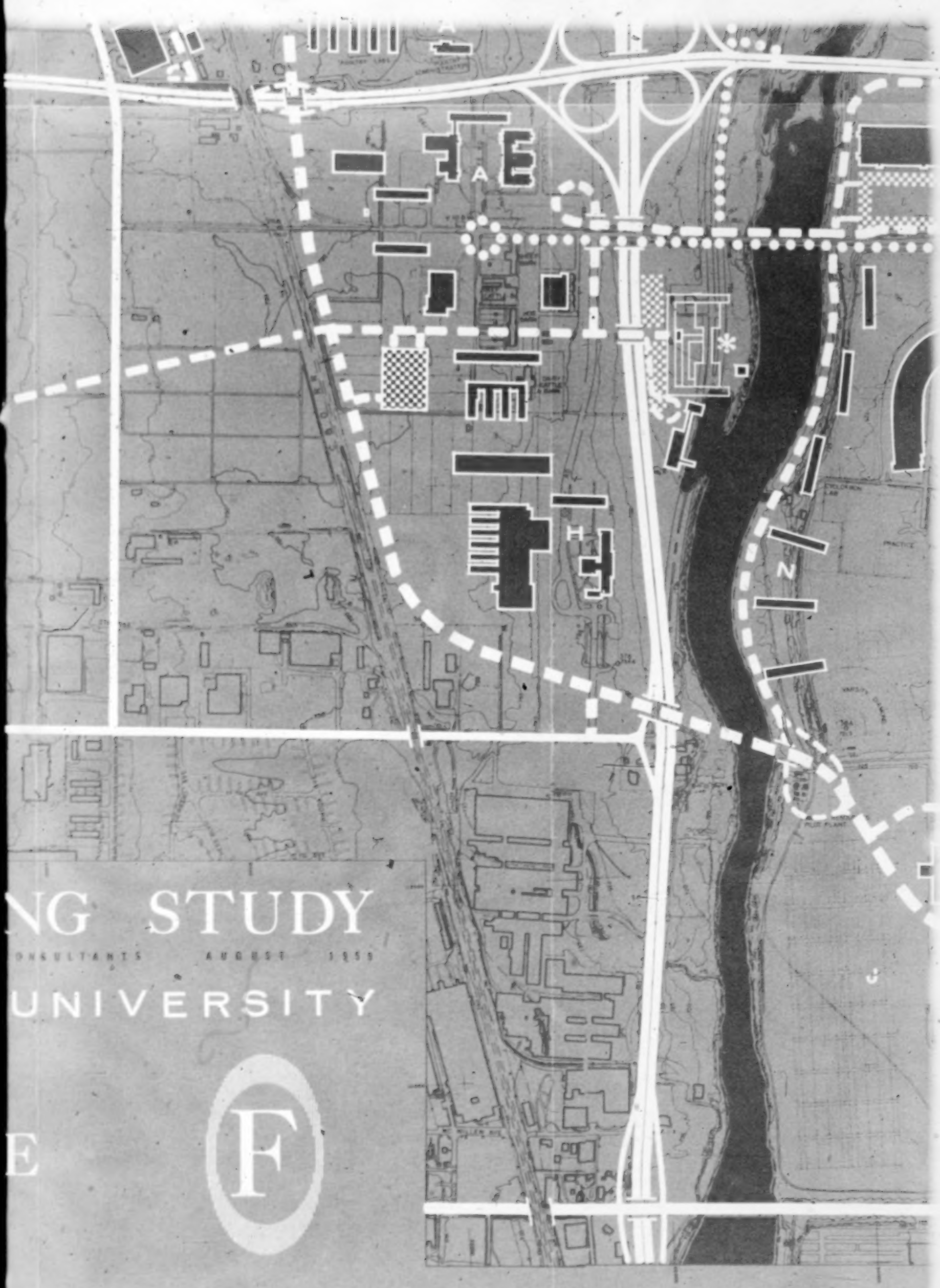

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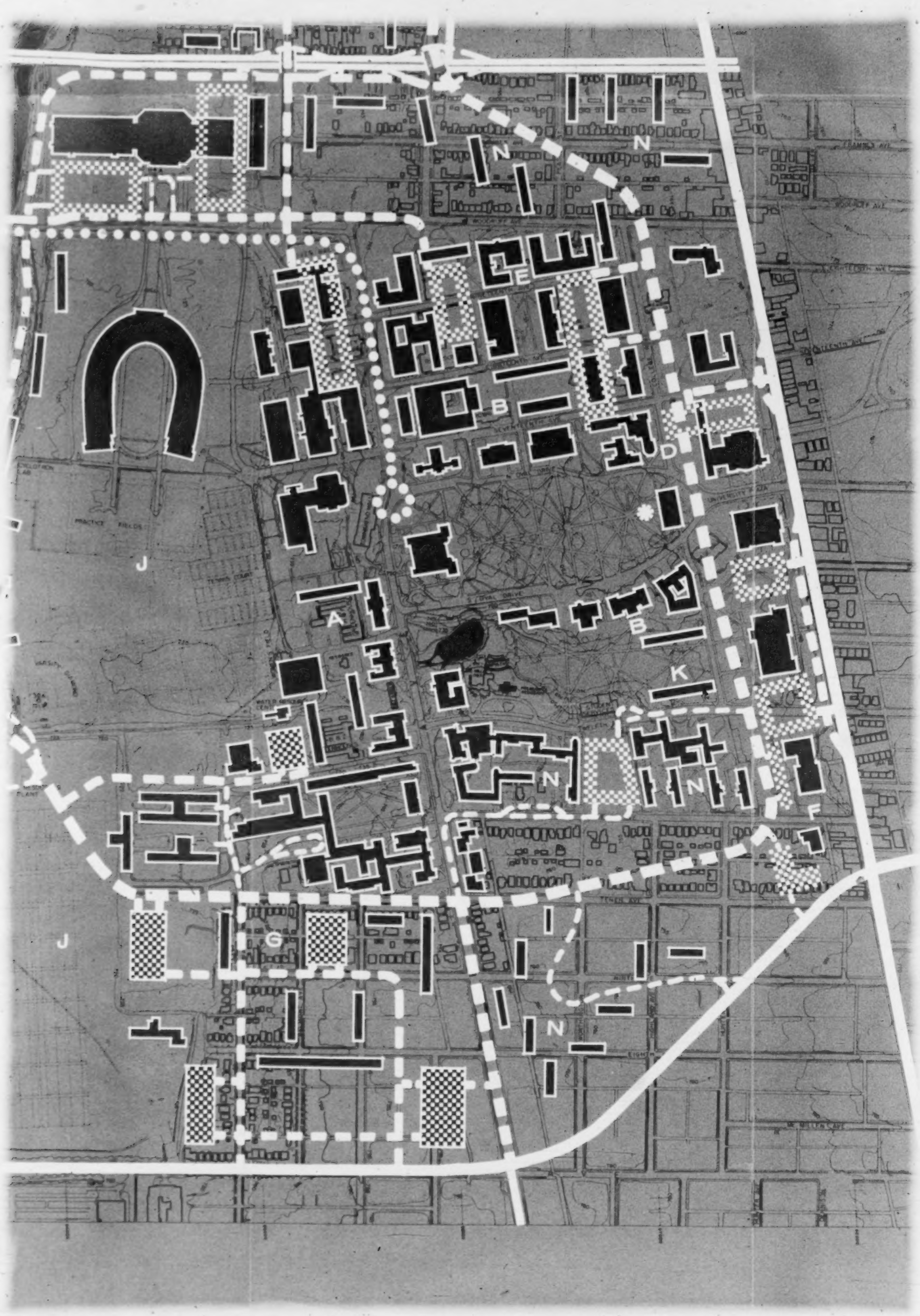
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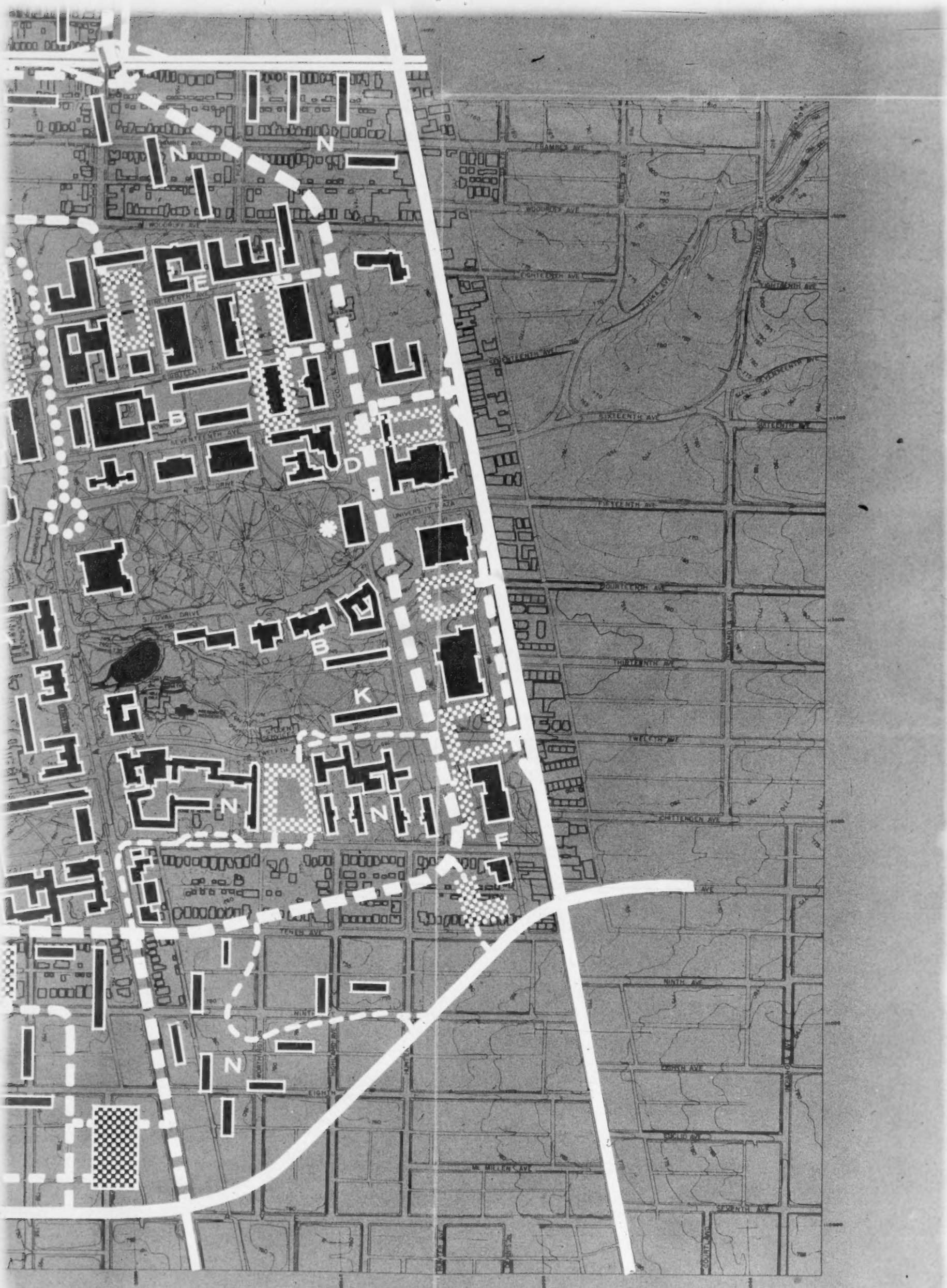
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